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How stories influence students from cun to create reading habits in the process of studying a second language

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HOW STORIES INFLUENCE STUDENTS FROM “CUN” TO CREATE READING HABITS
IN THE PROCESS OF STUDYING A SECOND LANGUAGE

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LICENCIATURA EN LENGUA CASTELLANA INGLÉS Y FRANCÉS

BOGOTÁ D.C., MAYO de 2013

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A thesis submitted to the Faculty of Education, Universidad de La Salle in partial fulfillment of
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ABSTRACT

This research aims to use a constructivist framework to observe and demonstrate how stories and readings in class influence students from CUN in the acquisition of reading habits in English.

The information was collected by means of journals, interviews and surveys. We worked at CUN for three semesters with night students from various majors. We used qualitative methodology in order to conduct this action research. The data results were the following: students did not show any significant change in their reading habits. However, they did express interest in the reading activities implemented during class time.

Key words: reading habits, second language, learning methods, independent study, significant learning.

RESUMEN

Esta investigación tuvo como finalidad observar y demostrar, teniendo en cuenta la metodología constructivista, como historias y lecturas durante la clase influyen a los estudiantes de la CUN en la adquisición de hábitos lectores en inglés. La información se recolectó por medio de diarios de campo, entrevistas y encuestas, trabajamos en allí durante 3 semestres con estudiantes de la noche de diferentes carreras. Nos basamos en el método cualitativo enfocándonos en la investigación acción y los datos obtenidos fueron los siguientes: los estudiantes no evidenciaron ningún cambio significativo de acuerdo a sus hábitos de lectura sin embargo si expresaron interés hacia las actividades de lectura desarrolladas durante las clases.

Palabras claves: hábitos lectores, segunda lengua, métodos de aprendizaje, estudio independiente, aprendizaje significativo.

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Chapter 1

1.1 Introduction

We decided upon this project because of our interest in improving the reading habits of students from the Corporación Unificada Nacional de Educación Superior (CUN). We both taught and observed the students for the three semesters of our practicum, seeking to answer the research question, “do stories influence CUN students to create reading habits in the process of studying a foreign language?”

In the first semester, we conducted observations in order to collect data. During the second semester, we implemented some short activities. In the third semester, we administered two questionnaires and several interviews. Through these data collection techniques, in addition to the data gathered from our own journals, we obtained the results shown below.

The student questionnaires contradicted the statistical data gathered by DANE 2005 (Gamboa, & Reina, 2006) showing that most Colombians do not enjoy reading. Our data, on the contrary, showed evidence that CUN students do have a taste for reading. However, one might also say that they do not have reading habits as such. While language learners need to practice all four language skills (reading, listening, speaking, and writing) in addition to studying grammar and vocabulary, we decided to focus specifically on reading. Encouraging students to make a habit of reading in English will help them both improve their language skills and increase their knowledge of a different culture.

We wish to highlight Carretero's (1993) statement that there is “a huge distance between what students can learn and what students want to learn, and what the school really gives them” (p. 19), is an example why we chose the constructivist theory as a theoretical tool to develop and analyze our project because our purpose was to demonstrate also, in one way or another, that the

learning process is influenced by social, cultural and family background, aspects which profoundly affect people beginning in early childhood.

In order to interpret, analyze and develop our project, we based our work on the following concepts: reading, reading in EFL habits, reading of stories, silent reading, habits and reading habits. We developed our research in the light of Colomer's (2001) postulate that, when attempting to foster reading habits, teachers must, above all, take students' likes and dislikes into account. Student reading activities often focus on old stories, written in very different contexts. Our data collection showed us that students are interested in reading short stories which do not contain overly complex vocabulary.

We implemented several activities in order to explore the ideas we had at the beginning of the project. We began with questionnaires and interviews which aimed at obtaining information about students' interests. We also studied various theories related to reading habits and motivation. Next, we planned several activities using short stories, bearing in mind Alderson's (1984) statement that the writer is an important factor in the reading process, because the target audience determines the writer's purpose.

Because the activities we designed took into account behaviorism and, as well, Skinner's and Pavlov's theory, taken from a Smith's (1971) publication. It is necessary to stand out that these authors were the most representative of this theory, for being the first who explained the problem of behavioural learning processes. That is why we cannot stop mentioning them although they seemed from past decades.

Their work is based on the concept of stimulus response and reinforcement. The stimulus is the space or opportunity to promote a response and the response will be conditioned by the stimulus. In this case, the reading activities represent the stimulus, and the response is embodied in the different behaviors students show during the semester in relation to the

activities. We planned to use positive reinforcement toward our goal in trying to create habits. The creation of habits is made possible when a relationship is established between a particular stimulus and response. The repeated response pattern results in the creation of habits.

1.2 Justification

During our process as students at La Salle, taking into account that we were learning how to become English teachers, we realized that in the process of acquiring a second language many teachers restrict their teaching tools to the use of English textbooks. We noticed this not only as students but as pre-service teachers at CUN. According to Yousuf (2011), textbooks save teachers the time of preparing an entire class, the reading activities they contain are often boring for students and are not contextualized.

Our own experiences with English learning books have shown us that publishing houses do not take students' real interests into account. In fact, they do not even develop their books using a framework of age. (See appendix 6) As not all people share the same interests, and reading activities are meant to encourage students, what a person learns depends more on his/her motivation (emotions) than intelligence (reason) (Nietzsche, 1883). This reference is still valid and pertinent to our investigation because emotions and perceptions in humans had not change and the author, as a classic has a thought that had transcended in all philosophical reflections and academic social sciences.

Therefore, if as an activity the teacher proposes to read about “John Doe” and what he does on weekends and then talk about that, it is not interesting for students and it is not a good exercise because is not contextualized. Such activities are difficult for students to relate to their own lives and environments. For this reason students do not feel there is a relationship between these activity topics and their own realities, in Bamberger (1975) words “new readers, regardless of age, can become discouraged if reading is not a part of their cultural environment and if books

attuned to their tastes are not easily accessible” (p. 4) Just as Nietzsche, Bamberger is a classic and its thought was very important to explain the idea we were developing.

Thus, our objective was to encourage reading habits in foreign language learners, we gathered information in order to create a report which showed the researchers' process throughout the practicum. We also wished to investigate reading habits because reading, according to our searching process DANE (2005), has not been deeply developed in Colombia; also we did not found any meaningful source which focused on research in relation to reading habits in a second language. Hence our purpose was not just to develop students' skills but to change their habits. Reading habits can change people's lives, and developing these habits through the acquisition of a foreign language is especially productive.

According to our data collection and during our practicum at CUN, DANE (2005), a deep problem here in Colombia with young people is that they do not like English as an academic subject, neither at school nor at the university. However, students of CUN really do want to learn the language, for example in the interview a student responded “so... I mean, as I am studying hotel management and tourism so it would be overriding in my career” Why would be useful for you learn English? Would it be useful for study, for work, or for traveling? The interviewed said “because of job, since I study graphic design; maybe I could take advantage of English when if I apply for a job in which English is a requirement” (see appendix 3), moreover, students evidenced will and pleasure in the classes. In fact, some students also studied English through courses in outside institutions. We found through our own experiences in the practicum at CUN that grammar exercises are emphasized more than communicative skills (see appendix 3) since in most of the interviews students answered to the question “Do you like English class?” that they said they did not like the English class because the teacher focused only on the book and the activities were about grammar. (See appendix 3). Most of the students, although they do want to

learn English, do not like the traditional school methods, and for this reason they seem unmotivated.

Another problem is that people in Colombia do not like to read. We were able to perceive this problem through the questionnaires we applied. According to DANE 2005 (Gamboa, & Reina 2006) most Colombians read two books per year. In the same survey it found that 75.57 % of people read for fun, 33.59 % read for their studies, and 8.7% read as part of their jobs.

In addition, students at CUN have to pass a test (SABER-PRO, a quality state exam of higher education) in order to graduate. This test contains an English-language unit with reading comprehension questions as well as questions about general aspects of the language. This test provides another reason that it is important to strengthen students' reading skills because one of our purposes was to improve their reading comprehension.

As the Colombian educational system focuses on teaching people how to follow instructions because of its traditional teaching methodology, most people do not begin activities on their own, motivated by their own will. “[He] who knows to obey does not know how to obey himself” (Nietzsche, 2006 p.214). The human behavior is always subordinated to the social context. Society teaches us to act as automatons, and families do not often teach otherwise or change these behaviors. Thus a problem that begins in the family continues in the schools, and few people realize that what students really need is guides who will help them learn according to their own interests.

We are not saying everything is wrong; for example, it is right for people to have the freedom to learn or try to get something they want, as human beings are always trying to obtain something they do not have. When a man uses his will in order to learn, he learns to create and creation makes him free, in the same way students cannot be forced to obey (just as they cannot be forced to be happy), but they should be motivated to learn. Traditional methodology, as we

know, is often ineffective. Thus we should apply different activities in order to try to obtain new results. According to Bamberger (1975), “International Book Year provided striking affirmation that it is imperative to discover and put into practice new methods to ensure that reading is at once a pleasurable experience and a gateway to knowledge” (p.4).

All of the factors above provided motivation to research the reading habits of CUN students and to create a report which shows the researchers' process in the practicum. Our main purpose was to hand in a testimony showing CUN student's behavior regarding reading habits in EFL. Our aim was not to change students' behavior in such a short amount of time. Our further intention was to encourage researchers to focus on those sorts of issues, which have been neglected. Acknowledging that nowadays the teachers of university-level English classes believe communicative proficiency to be a more important skill than whole skills proficiency. It is known that the communicative approach focuses on developing the communicative proficiency ignoring the grammar and the coherence, so the most important for communicative approach is to prepare the student for communicate a message. The syllabus at CUN was based on communicative method. We expect to help the educational community by illustrating specifically what we did at CUN. We believe that the most important facets of research are the description of one's experiences, what was learned thereby, and the repercussions for other researchers. Therefore, we aimed for showing the process we developed for three semesters at CUN in order to provide them enough information to see the diagnostic of their students.

In contrast, another goal we planned for this research was to encourage other pre-service teachers to research and improve students reading proficiency and students reading habits in second language, using as a tool this research and its product, being that the impact which it could cause in the future will be not just changing students reading habits but also show that it is possible improve the community's quality of life, regardless whether the outcomes are successful

or not, we are not planning to transform the world we are only seeking for giving alternatives at CUN university taking into account English as a subject and different activities that we can change teachers' pedagogical practicum.

1.3 Problem

The project was developed at the Corporación Unificada Nacional de Educación Superior (CUN) in Bogotá, with groups A1.1 (starters), A1.2 (beginners) and A2.2 (pre-intermediate). A reason why students study English was because it was necessary to graduate, and the university provided them with six English courses over the course of their undergraduate majors, from A.1.1 to B.2.1 (upper intermediate). The courses were: A1.1 (starters), A1.2 (beginners), A2.1 (elementary), A2.2 (pre-intermediate), B1.1 (intermediate), and B1.2/B2.1 (upper intermediate). Students received one two hour class per week.

Our research was conducted with students from various majors. It was necessary to take into account that students did not have enough time to develop their reading skills as we show in in the figure 1: (see figure 1)

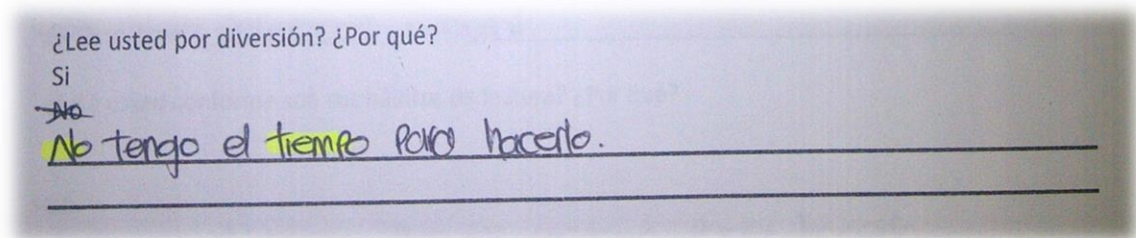


Figure 1 Sample response from students' surveys-observation stage 2012-I

Teachers in general develop on their classes the four skills (reading, writing, listening, and speaking), as well as grammar and vocabulary. Since teachers emphasized communicative competence, we had to help students try to find time to read as part of autonomous learning and as a habit.

As we show in the figure 2 fragment, our interest on developing the reading skill were present since our journals: (See appendix 6)

The teacher was not interested on developing reading skills and taking into account Elizabeth Pang (teaching ready) reading must be a tool to develop the cognition of students and in that way beginners could be more comfortable with some words.

Sample response from students' interview stage 2012-I

Furthermore, we believed that acquiring a foreign language means not just being able to communicate in a specific situation; it also means knowing about the culture and all that it represents. Through the acquisition of a foreign language, therefore, we needed to take into account the sociolinguistic component. Reading can make this possible. If students read in English, they will have the opportunity to improve their skills. For this reason as well we want to research, “*do stories influence CUN students to create reading habits in the process of studying a foreign language?*”, so we chose short representative stories that were properly modified by Penguin Readers editorial to basic levels: *The last of Mohicans* and *Newspaper chase*.

1.4 Research Question

Do stories influence students from “CUN” to create reading habits in the process of studying a foreign language?

1.5 Research Sub-questions

- What kind of reading activities students from “CUN” develop in English out of the class?
- What kind of reading activities students from “CUN” develop during English classes?
- What is the perception of students from “CUN” about reading activities in English classes?

1.6 Objectives

1.6.1 General objective

- To determine whether beginner stories influence students from “CUN” to acquire reading habits in the process of studying English as a foreign language.

1.6.2 Specific Objectives

- To identify the main behaviors students from “CUN” have regarding the reading habits in the process of studying a foreign language.
- To promote reading habits on students from “CUN” in the process of acquiring a foreign language.
- To recognize the different ways homeroom teachers from “CUN” promote reading habits in a foreign language.

Chapter 2

2.1 Theoretical framework

When we decided to investigate reading habits with a focus on how students from CUN might be influenced by short stories, we planned to divide the topic into subtopics. This helped us to identify the more reliable and useful data we might get from different authors and their different theories. For instance, we examined constructivism (Carretero, 1993) its importance in a social context and its effect on the educational environment, as well as behaviorism, in spite of the fact that they overlap. The idea was to consider different theories which would allow us to analyze the whole data collection properly, while also taking into consideration that some of these theories are more relevant for our project than others.

Next we will show the history of some important factors of the research and talk about the relevant prior studies that link our inquiry and the research question. We will describe in detail one study about reading habits that was developed for Unesco (1975) as well as a Colombian study concerning reading habits which was developed by Abedul (2005). These

studies are relevant references for us, given the context and focus of our inquiry. To conclude, we will discuss the theories we developed during the investigation and the relation among them. We will also talk about reading and its meaning, starting from Alderson's and Widdoson's (1984) points of views. Subsequently we will describe some subtopics we think are essential for the data collection and analysis.

The text about the previous mentioned authors starts with vocabulary reading in EFL, which illustrates how readings with a complex lexicon are difficult for students. We will also discuss different points of view about habit formation and silent reading, and from Colomer (2001) we will glimpse what is pre-reading, reading, post-reading and connotative and denotative reading. Finally, we explain the reading process and its implication for the reading product.

The most important theory for the process and the proposal that we made to analyze the reading habits in students from CUN is *constructivism*, one of the established theories from the social science disciplines, which includes education. To explain this theory in an educational context, authors such as Carretero (1993) explained that constructivism has certain specific principles that are developed in the educational field. He argued that these five principles are: the first one, to start with the level of the student development. The second one, to guarantee the construction of significant learning, the third one, to make it possible for students to perform significant learning by themselves. The principle number four to attempt to get students to modify their own knowledge schemes, and finally the number five, to establish value relations between the new knowledge and the existent knowledge schemes. (pp. 20-21)

This means that the student already possesses concepts, schemes and previous knowledge, and that these are strengthened with every new experience. The author also argues that this process does not merely consist of “acquisition of knowledge from students but also, the formation of better citizens with the capacity to solve problems as well as critical capacity”

(Carretero, 1993, p. 20). Besides Solé & Coll (2000) mentioned that “the constructivist conception of teaching and learning starts with the obvious fact in which the school makes accessible to students cultural aspects that become fundamental to their personal development” (p. 15), this information was very relevant for our project because it was our motivation when working with students from CUN. According to this author we can say that constructivism is the explanation of what a person is. Constructivism explains who people are as social characters. At the same time, it explains that people are not just a simple product of the context or the environment but “a self construction that has a continued development day by day as the result of the interaction”(p. 21) among external factors such as the context or environment and internal factors such as the significant learning itself. According to Carretero (1993), reality is created by the human being; reality is a set of constructions a person performs through the older schemes which he or she has already built in relation to the surrounding context. These schemes are, in his own words, “a representation of a specific situation or of a concept that allows an internal management and to confront similar or equal situations to the reality” (p.21). For this reason it is necessary to interact with reality because this action (according to Carretero, 1993) creates new perspectives in people it means that people's individuals schemes are always evolving and in a state of constant change.

Having explained the general aspects of constructivism in the educational field, we are going to proceed to conceptualize the more relevant aspects and terms in the analysis we made in our investigation.

2.2 Background

In this section we are going to go into greater detail about different theories authors have about habits when reading in a foreign language and about reading stories. These ideas will help

us to develop the present research, taking into account that our interest lies in promoting reading habits when learning a foreign language through stories.

Also, starting with the importance of communication, in this chapter it is possible to find general information about these topics. Although our project was based on the constructivist theory, we believe it important to take into account the other theories discussed below.

Throughout history, the ability to communicate has been one of the fundamental characteristics of human beings. According to the text by Alberto Manguel (1996), *A History of Reading*, the ability to express by signs dates back 5000 years. Manguel defines reading as the process of deciphering and interpreting signs in texts; texts include maps, *musical notations*, tarot cards, and body language. He emphasizes that reading gained importance during the Renaissance, when Gutenberg Johannes invented the printing press in the fifteen century. By means of the printing press, people had greater access to information. Books, formerly written by hand, became more cheaply available. Additionally, at this time because of the high level of illiteracy, literate people would often read aloud for others, therefore private reading was considered to be a depraved activity, as a conclusion, nowadays to know how reading became essential.

The research study *Reading books in class: What “Just to Read a Book” Can Mean*, by Marianne Freie (2011), focuses on teacher-student interaction and the product produced thereby, that is, how teacher and students co-construct the reading of a text in a foreign language. The author argues for the importance of careful choice of reading material. “Pedagogical choices can completely alter the experience of reading a text (both the processes of reading and the products evoked from that reading). For example, teachers can legitimize and elicit personal aesthetic reading (what the meanings and emotional connotations of the text are for each individual reader)” (Marianne F., 2011, p18).

On the other hand, regarding to Marcuse and even though his research is old, his book is a master piece and his theory still works in the academy,(1964) in fact in his text *One-One-Dimensional Man*, states that there is a necessity for human beings to reach the ability to imagine a new world by reading. This activity provides us with a different perspective of the world. Transforming the world can only begin through the development of this imaginative skill.

Promoting the Reading Habit, by Richard Bamberger (1975) through Unesco, shows that students learn better when provided with material appropriate to their needs, for example enjoyable activities which make them feel motivated to continue reading. Bamberger concludes, “If reading becomes a mechanical routine it loses its function as an intellectual and emotional stimulus and can lead to dulling of fantasy and thinking” (p. 45).

Meanwhile, the research by El Abedul (2005), *Hábitos de lectura, asistencia a bibliotecas y consumo de libros en Colombia*, shows how here in Colombia families do not encourage reading activities. El Abedul defines the reading habit as a practice acquired by repetition. From this tendency or practice the reader infers modes, places, intensities, etc. Additionally, El Abedul notes that women in general read more than men: 56.5 % of women stated that they enjoy reading, compared to 43.5% of men.

Hence, both the text and the methodology chosen are important, as well as the context, for example Pamela Yousuf (2004) in her article *Reading habits: Leaders are learners*: argued that “ It is essential that the reading habit be developed not just at school but at home as well. However, it is of utmost importance that reading shouldn’t seem like a chore. Here’s where the habit of reading for pleasure comes in. With no stress of any kind of test or exam looming over their heads children can read books of their interest and derive enjoyment, while learning is carried out simultaneously and almost effortlessly”. (p.1)

For this reason we need to encourage students to enjoy reading activities not only in class, and prepare reading activities each class but also at home or as autonomous learning. In addition students could learn new vocabulary by reading constantly; the article “*Grabbed Early by Vocabulary: Nation’s Ongoing Contributions to Vocabulary and Reading in a Foreign Language*,” is based on the work by Coxhead (2011), a linguistics researcher. It describes the acquisition of new vocabulary through short readings in a foreign language. This article also brings together vocabulary research and ways of dealing with words in texts.

As for research taking place in a Colombian context, we have the results shown in the article “*Reading Strategies Used by Male and Female Colombian University Students*” by Poole (2009); in addition he found significant differences in reading strategies used by women versus men. He used a survey to conduct his investigation and found that the use of a strategy by men was moderate but by women was high. He says this study can provide us with ideas for new teaching strategies and additional research proposals, the author express for example that “instructors should [...] provide direct strategy instruction if gender differences are discovered” (p. 39), this is an aspect teachers have to address about.

Further conceptual development of reading strategy use is demonstrated in the article “*Guidance in Reading Strategies: A First Step Towards Autonomous Learning in a Semi-Distance Education Program*,” by Jahir Aguirre Morales and Bertha Ramos Holguín (2009). In their article, they describe how they used questionnaires, interviews, and journals to collect information. The results show that with contact with different reading strategies, students are able to reflect upon their own autonomous learning, and they find the confidence to work autonomously. We were not, however, able to find previous studies about our specific topic.

2.3 Theoretical framework categories

The main purpose of choosing our principal framing theory was to contemplate the various categories which might allow us to answer the research question and collect data. We as researchers have chosen different categories on which it is possible to focus. We wished first to define the meaning of reading and then to determine what reading means in an EFL context in order to understand how to lead the research with a focus on the data collection variables.

In our investigation it is necessary to take into account the relationship among reading, reading in EFL habits, reading of tales, and silent reading, among others. We support our research through the ideas of various authors and their concepts, even though some did not study EFL reading or reading habits in a second language. We wish to connect the following concepts according to the data collected during the research process.

2.3.1 Reading

According to (Alderson, 1984), reading necessarily involves two elements: a reader and a text. However, he identifies a third element which has not always been taken into account: the writer. Especially when investigators develop a research project about reading in foreign language, it is very important to take the writer into consideration. While developing our activities we carefully considered the writers and their target readers. For instance, we implemented some activities using the Penguin Books series, which are developed for students of EFL at the A2 level, a suitable target for us since we were working with students A2 and the activities focus on that readers target, for example the book they read has 48 pages in which they handled among 300 and 400 words which fits in their knowledge which, we will have mentioned in the simplification category by Alan Davies (1974).

Furthermore, Alderson (1984) argues that much research on reading focuses only on approaches to distinguish students' ability to understand and recall details from a specific passage or explicit facts from a text. Such research also attempts to analyze the ability to understand

main ideas or synthesize a passage in order to get the gist of a text. As a result our project contained activities to foster reading comprehension, even though such activities fall outside our purpose.

Widdowson (1984) also wrote about the influence of the writer and his/her purposes on readers of a foreign language. He showed that it is important to acknowledge the perspective of the writer and to think about how his/her message is reflected in the text.

Accordingly, we planned to look for famous readings and interesting topics which were written to improve the reading level of EFL students. The responses to the questionnaires we applied showed that CUN students prefer short and light reading. They find these kinds of readings interesting and stated that they are easy to assimilate and contain meaningful vocabulary which students can use in a real context.

However, Alderson's (1984) work tries to focus on the process of reading in a foreign language more than on the product. In other words, he attempts to investigate the factors that exercise influence during the process of reading, rather than focusing on the outcomes. The concept of product comes from Strong (1972, cited on Alderson 1984), who proposes that the reading process can change according to the reader purpose and the reader previous knowledge. He maintains that as there are different kinds of readers, who start from different perspectives and thus will arrive at different points of view, or products.

Silent reading is another important concept for our investigation. Alderson and Widdowson (1984) assert that just in specific circumstances is oral reading free of miscues, and silent reading should never be miscue-free. (Widdowson, 1984). However, they say that most researchers are more interested in product. This factor does not affect our reading habits directly but it can affect the reading process and be discouraging for students because they will feel

frustrated because of their pronunciation forgetting that they suffer the same when they were learning their native's languages.

2.3.2 Silent Reading

Richards and Rodgers (1984) has shown that vocabulary problems are one of the most important problems in the EFL reading process. Vocabulary can create difficulties when reading in a second language, because of the use of phrasal verbs or non-common words related to the writer's purpose. Richards found there were many foreign language readers who did not have "language problems," including difficulty with vocabulary, but who still found reading texts to be difficult.

In addition Poh-Chua and Wai-ling Kwok (2010) argue that silent reading is a voluntary space in which only the reader is allowed. The person accepts spending time on this activity, even if that time is only fifteen minutes or less.

Silent reading, according to Poh-Chua Siah and Wai-ling Kwok, does not guarantee an improvement in the reader's reading habits and in their research project barely showed improvement. This concept is relevant for us because it is important to acknowledge how students read and if they have had the opportunity to read on their own or if all their reading experience has been mandatory or a requirement for the school or university in spite of reading should be a voluntary activity which has as purpose to give the opportunity to the reader to find interesting issues that he might not find attractive at the beginning. For instance when a person starts to read somewhat he finds appealing is because he chose reading as the most important and beneficial activity at the moment; therefore if they are still interested on the topic they will spend some time for the next days in order for him to finish the book, since the reader is free in somehow about the topic he chooses he will get used to choose exciting topics for him ignoring often the level of cognitive intellect that some books demands.

2.3.3 Simplification

Another concept used in the development of our reading activities is simplification. Alan Davies (1974) says that, “simplification is related to hazard. Making a text syntactically less complex increasing difficulties in other aspects of the text” (p.187), Simplifying a text is meant to make the text less complex, but this action can be dangerous because it can change the meaning or essence of the text. Thus it makes the reading process easier but damages the writers' purpose, the readings we chose had been manipulated in order to make them easier to read for EFL students since they were real bookseller such as *Dracula* or *The last of Mohicans*. This kind of literature in penguins books does not have the equivalent length because the purpose of writer is to catch reader's attention and it would be frustrated for EFL readers to stop reading every moment for looking at the dictionary when they do not understand any word.

On the other hand for EFL finding some keywords meaning become difficult since there is not an accurate translation for many words, so the concept changes sometimes. Other learners merely try to effort themselves because the vocabulary is similar to L1. For that reason the teacher had to choose accurately what sorts of readings the ELLs are going to get involved. In addition it is recommended according to Alan and Beglar (2005) that books are more likely interesting for EFLs when they have some pictures which let readers understand the context which will help them as well to understand some expressions or word collocation that was tough to know without the contextualization.-

Regardless the students level, as teachers we must teach learners the use of dictionaries; teachers should know how to approach a dictionary, they should know what are the differences among bilingual and monolingual dictionaries and therefore explain to their students how to handle them and which kind is appropriate for them and their language levels, however in order

for teachers to teach it they need students to handle some kind of grammar that is essential for identifying some pragmatic information or collocation the text might offer.

2.3.4 Pre-reading, reading and post-reading

Teresa Colomer (2001) proposed three fundamental steps: pre-reading, reading and post-reading. Pre-reading is related to encouraging students to read the story. Colomer argues that the best way to encourage students is to recall previous knowledge; her approach is thus based in constructivism. Therefore the reading step is the normal reading a person does in the process of reading comprehension. The reader must engage in relating concepts, whether from written text or pictures.

2.3.5 Connotative and Denotative reading

(Colomer, 2001). Two important aspects of pre-reading are connotative and denotative reading. Denotative reading is when students describe and observe the pictures in the story, and connotative reading is when they interpret the pictures. The best way to learn is through comparisons with reality. Post-reading is an activity conducted by teachers after the reading in order to evaluate the inferences students have made

We chose beginner readings because, according to the questionnaires we applied, students were willing to do those readings and felt these short stories offered the opportunity to learn significant vocabulary. Colomer (2001) also discusses how to transform symbols into concepts. Students in elementary school know how to interpret symbols, meaning the rules and words themselves, but often do not understand the whole text because they lack the necessary vocabulary. CUN students experience the same problem. Thus because of the lack of proficiency, we decided to incorporate the learning of significant vocabulary into each activity.

Post-reading is an activity that teachers do after the reading in order to evaluate what students have been able to infer. Why did we choose these kinds of books? Because students are

willing to spend time with this kind of reading, and because these types of books contain a great deal of useful vocabulary. How are symbols transformed into concepts? Students in elementary school only know how to interpret rules or words, but they do not understand the whole text, because they have neither the vocabulary nor reading proficiency. In spite of the fact that we worked with university students at CUN university in our pre-service we should consider that they are almost in the same process that students since they are EFL and they have no language nearly the proficiency they have in native language.

According to Colomer (2001), teachers in elementary school often have students read in class and then evaluate students. However they do not realize that students do know how to “read;” that is, they know how to recognize signs but they do not yet really know how to think about reading comprehension.

Another idea is related to significant learning, we found through our data collection that students only learn when topics are of interest to them, they state that topics they do not find relevant or significant, such as the subject of English, they are difficult for them, Thus, in order to develop reading skills we must first foment a taste for reading. As this is a difficult task, we looked at various classroom strategies. For instance, teachers can have students read a book of their own choosing, or have students read a chapter a day in the classroom.

Taking into account that students prefer to spend their time on other activities, teachers should use different texts in order to catch students’ attention for instance, Colomer (2001) proposed the use of fiction such as the *Harry Potter* series or fairy tales, Students may be more willing to spend their time reading these sorts of books, she says that when teachers develop these strategies, students become interested in reading as the next step, teachers can help students develop ground skills such as speed, inference, self-control, and comprehension, actually those

readings aim to contextualize the research proposes because it had been not possible for them to read those kinds of books; being that this fiction was not written for EFL.

Moreover, Colomer (2001) talks about the difference between “teaching literature” and “literacy education”. She finds that “teaching literature” is related to “knowledge transfer”. On the other hand, when we talk about “literacy education” we refer to developing good reading comprehension based on all the processes needed to understand a text. Finally, she talks about what kind of books teachers choose and why they choose them. She says that teachers often choose books for themselves, because in many cases they do not have extensive knowledge about literature, and so they focus on a few books which they have read in the past. Teachers should, however, take into account many factors when choosing readings, such as what kind of people we have (context), and whether we want to develop oral reading or whether we wish to develop analysis. We could not use fiction such as *Harry Potter* in the classroom but this book could work as a tool to form reading habits (joining). Therefore teachers should take into account the judgments of the school and also the judgment of the students in order to choose class materials.

In our classes at CUN we worked with starter and beginning students. The university gave us the liberty to work with our own material chosen according to the questionnaires we applied. Our data analysis led us to make the decision to use short stories.

2.3.6 Reading Process

Patricia Carrell, et al., (1997) wrote that sometimes people have a kind of predisposition against reading in English during the learning process, and that teachers focus on other skills. “Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with a meaning which the reader constructs” (p. 12). We can find a very important interaction between language and thoughts in the reading process. As Carrell stated, “the writer encodes thoughts as language and the reader

decode language to thoughts” (p. 12) because the reading process is a conversation in which there is a person who encodes and another who decodes according to the previous information it has. According to her, the readers construct a specific meaning and try to incorporate or contain this information with their previous knowledge. To do this, readers need to employ different strategies in order to construct the right meaning. These strategies are different depending of the level of the students.

Another purpose of reading is to create meanings in people’s minds through the interaction with different texts, even though the reading ability is present only after other competences are already developed in the reader. For example, readers must first have clear grammar competences in order to understand a text. Thus it is important to take into account “the relationship of general language competence and second language reading proficiency” (Carrel 1997, p. 262).

2.3.7 Habits

Frank Smith (1971), in “*Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*”, proposed two kinds of processes in readers. The first process occurs when the person is learning to read, and the second is in the person who already has fluent reading ability. In other words, the beginning reader must acquire a certain set of skills. These skills and their improvement will lead to reading fluency. Smith (1971) mentions two psychological theories: behaviorist and cognitive, in order to develop his research on habits. These concepts allowed us to create a set of class lessons in order to see whether is possible to foster reading habits through the repeated demonstration of certain patterns. The behaviorist approach tends to create trustworthy learning through habit formation, so the only datum of importance is the observation of the circumstances in which habits are established. The cognitive view is related to the acquisition of knowledge, however according to Smith (1971), this view is

interested in how information is acquired and organized by the brain. Hence it focuses more on why learning takes place than on what is being learned.

In addition, the behaviorist approach allows us to recognize behavior and explain and predict the cause of any action. This is called “predict control.” We followed Smith's (1971) discoveries on habits and tried to use reinforcement as a response in the presence of a particular stimulus. According to Skinner, as Smith (1971) expresses in his work, response is composed of observable constructs, such as an explicit movement or physical change. There may be emotions or memories as well, but these are unobservable constructs. We aimed to induce different unobservable responses in students, which were measured through the different reading activities in and outside the classroom. We also applied questionnaires at the beginning of the practicum and at the end of the semester in order to identify what patterns changed.

A stimulus is an occasion for a response. It can be thought of as the space or the cause which generates a response. For example, a red light is a stimulus to stop the car. Learning is thus the establishment in which we bond a particular stimulus and a response, and it also creates habits. In the words of Frank Smith (1971), “reinforcement” determines whether conditioning actually takes place. A particular stimulus-response bond will be established only in a particular way while responding in the presence of a stimulus.

There are two kinds of reinforcements: positive and negative. Hence, Positive is anything that increases the possibility that a response recurs in the presence of a particular stimulus. On the other hand the negative reinforcements are those which reduce the possibility.

Reinforcement is associated with reward and punishment. This type of conditioning is called “operant” or “instrumental,” in order to distinguish it from the classical paradigm conditioning of Pavlov as expressed in the work of Smith (1971).

Additionally, Smith explains that Skinner proposed three basic elements in behaviorist theory, namely, stimulus, response and reinforcement. The difference in the paradigms by Pavlov and Skinner is that for Pavlov the reinforcement has to be present before occurrence of the behavior that is to be conditioned. In contrast, for Skinner the reinforcement occurs afterward.

The researchers also examined how to generate a specific behavior, or in Pavlov's words, *a critical piece of behavior*. In our case this would have to do with the formation of habits. When we want to reinforce an exact kind of behavior we call this process "shaping." Thus shaping consists in giving step-by-step instructions leading to a specific behavior in a *successive approximation*, for instance in the way circus trainers work with animals.

Behavior therapy is a paradigm related to behaviorist ideas which is used in clinical theory. Its objective is to free a person from an inappropriate pattern of behavior. Instead of avoiding the problem, the idea is to identify causes and, once the reason has been determined, to try to make closer approximations to the solution of inappropriate patterns, for instance with phobias.

In this case, with learning, we have a complex behavior in which we can use reinforcement without fear that something unnatural will happen. This would mean that the behavior is maintained. There is no need of reinforcement and the complex behavior is "under control." Otherwise, cognitive theory is not interested in habit formation of animals but is related to beings who think.

At the end of the chapter the author makes mention of a definition of reading "a matter of decoding printer symbols into sound and then extracting meaning from sound" (Smith, 1971, p. 44-45). However, the author says that this definition is incorrect, because sound it is not necessary for reading. Deaf people learn to read as well. The average speed of reading is about

200 words a minute, but this can change according to the complexity of vocabulary, as with EFL readers.

Lastly we must mention that we created a set of activities in order to create either observable or unobservable patterns which allowed us to determine whether the stimulus (the activities) had any impact on students.

We took into consideration the kind of readings to be used in these activities because, as Alderson (1984) argued, the writer's target and the readers' interests are important factors related to reading since deaf people is able to read. On the other hand, our data collection showed that students were willing to engage in light readings by the Penguin publishing house series which targets foreign language students. Hence we tried to give students a set of tools to create a suitable environment (stimulus). Over the course of the classes, we tried to identify and analyze the different behaviors (responses) students were able to show through the activities we implemented.

It is worth mentioning that our inquiry is not focused on Skinner's and Pavlov's theories showed by Smiths (1971) work. However, we thought it relevant to mention their ideas on habit formation, since from their theories we are able to take some applicable points such how to identify what patterns changed at the end of the semester. However, in general we do not agree with behaviorist theory.

We are not aiming to create fixed behaviors in people or predict students' behavior. In fact, we wish to work with their previous knowledge and, starting from there, give them the tools that will allow them to be aware of their reading habits and see how these tools can foster these habits.

Chapter 3

3.1 Research methodology

In this section we are going to describe the methodology we used to develop this project and the approach we chose. We are going to describe the context in which we developed our practicum, how we collected data, and how we analyzed the information to arrive at the results we finally have.

3.2 Approach

We used qualitative approach to develop this project. According to Calero (2000), the objective of the qualitative approach is the description of the qualities of a phenomenon. It involves a part of the reality and the qualities that part possesses. According to Mella (1998), the main characteristics of a qualitative method are to know the facts, processes and the concepts completely, to work in a participatory way with the context (action research) and to develop the problem during the process of the research. However, we could find a proper definition for this approach in a book called *Handbook of Qualitative Research*, written by Denzin and Lincon (2005):

Qualitative research is a situated activity that locates the observer in the world. It consists of asset of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world.

This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

(Denzin& Lincoln, 2005, p. 3)

We can interpret here the importance to change the world in one way or another through this approach; it is what we pretended with our own project; to create reading habits.

To answer the question why we decided to use qualitative research, according to Creswell (2007), we can say that the problem we propose at the beginning of this project need to be explored, the reason for we need this specific approach. In addition, we could find that Creswell (2007) argued the “we conduct qualitative research to power relationship, we may collaborate directly with participants by having them review our research questions, or by having them collaborate with us during the data analysis and interpretation phases of research”. (p 40.) So, it was evident the necessity of us to interact with the population we were working with; students from CUN; besides it was very important to understand their context as well. Creswell (2007) also stated that we need qualitative research too “because we want to understand the contexts or settings in which participants in a study address a problem or issue. We cannot separate what people say from the context in which they say it”, (p. 40) in our case it is not the family work or home but the university of CUN.

Although we used a *qualitative* approach to develop our investigation, we did use a quantitative tool to collect some of the information in the questionnaires.

The action research approach was the method we chose because we wished to observe specific groups of students and to apply some reading activities to improve their habits in English reading.

The methodology we chose was action research; “a powerful tool for change and improvement at the local level” (p. 297) as Marion & Morrison (2001) estate, they argued later that “its combination of action and research has contributed to its attraction to researchers, teachers and the academic and educational community”. (p. 297) We could found as well that Kemmis & Mc Taggart (1992) (as cited in Marion & Morrison, 2001), said that “to do action research is to plan, act, observe and reflect more carefully, more systematically, and more rigorously than one usually does in every day life” (p. 298), as we were working in a classroom

as research teachers it was important to take into account the methodology to develop properly our project with students at CUN. Moreover, Stenhouse(1979), showed on Marion & Morrison's (2001) work, suggested "that action research should contribute not only to practice but to a theory of education and teaching which is accessible to other teachers, making educational practice more reflective" (p. 298), that is the reason why we did this project; to make it accessible to other practitioners specially at La Salle. It is important to stand out that "the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group members". (Kemmis & Mc Taggart, 1992, cited in Marion & Morrison, 2001. p. 298) They also said that we can use action research "to improving education by changing it and learning from the consequences of changes". (p. 299)

We chose action research as our methodology, because we wished to attempt to change a specific situation, in this case that the students did not like to read in general and liked even less to read in English, according to our questionnaires. We follow the different phases of the research process. These consist on planning, acting, observing and the reflecting, codified by Lewin (1948) (cited in Marion & Morrison, 2001). We are going to describe in the table 1 what we did in each of them.

Through action research it was possible to implement a new initiative to try to improve this situation, while paying attention to the context we were working with. By analyzing and identifying the problem during the process of the practice, it was possible to better adapt the problem and the research questions we were working with until we arrived at our final question: do stories influence CUN students to create reading habits in the process of studying a foreign language? And according with Tamayo's (1999) point of view we took into account as well the participation with the students in the class; such as the activities we applied weekly in there and

Table 1

Phases of the research process.

Table 1 Phases of the research process	Planning	Action	Observation	Reflection
First semester 2011-II	<ul style="list-style-type: none"> -We selected the population. -We could identify the problem to develop our project. -Observation registers in journals. 			
Second semester 2012-I	<ul style="list-style-type: none"> -Observation registers in journals. -Gather past research related to reading habits that can provide us with information about the level of Colombian students. 	<ul style="list-style-type: none"> -We applied short activities during classes. - Students' survey: diagnostic. -Students' interviews. 	<ul style="list-style-type: none"> -We identified main categories from data collected. 	
Third semester 2012-II		<ul style="list-style-type: none"> -Apply reading activities during the third semester of our practicum. -Students' survey: results. 	<ul style="list-style-type: none"> -We identified main categories from data collected. -We analyzed and triangulate the data collected. 	<ul style="list-style-type: none"> -Analysis of secondary sources related to the categories of our topic. -Systematization of outcomes. -Socialization and publication of partial and final outcomes.

the story they had to read autonomously.

3.3 Context and population

Our population consisted of students from the Corporación Unificada Nacional de Educación Superior (CUN) who were assigned for our pedagogic practicum. They were selected randomly and the university as well since we had different possibilities such as schools, institutes, or simply we could avoid the practicum, working in a research group at the university, however we were auspicious because we were in the same branch downtown

The research was developed at CUN, a private educative institution which has been in existence for thirty years and which has branches in regions of Colombia including Cundinamarca, Huila, Antioquia, Caquetá, the Caribbean coast, Córdoba, Meta, Nariño, Sucre and Tolima. This institution focused on technology and professional innovation. It had three kinds of colleges: Administrative Science, Engineering and Communication, all of which offer both distance and traditional learning. The average age of students was between eighteen and thirty years old. Most came from the middle class, from the residential class stratification two or three. At home, as well as CUN, students did not have easy access to technology such as tape recorders, televisions, DVD players, computers, or projectors. Thus the teacher has to either forgo the use of technology or bring in technology products from home.

6) ¿Cree que las lecturas realizadas en clase y la lectura del libro han mejorado de algún modo su nivel de inglés?

☒ a) No, en absoluto

☐ b) Si (en gramática, vocabulario y pronunciación)

7) ¿Después de haber realizado las lecturas en clase, considera usted que estas son importantes para aprender el idioma?

☒ a) Si

☐ b) No

¿Por qué? (Justifique su respuesta)

El libro por su costo no fue posible adquirirlo.

Figure 3 Sample response from students' surveys stage 2012-II

Students worked with English textbooks (*Top Notch*, in the first two semesters, and *Upstream* in the last semester), which many had difficulty purchasing because of the price; as a student expressed in the figure 2. Thus teachers could not ask students to purchase any extra class materials.

Researchers worked with students from different majors, these groups did not stay the same throughout the course of the practicum. Thus the practicum was conducted with five different groups: the first group was level A.1.1 (starters). They were studying business administration and most worked during the day and went to class at night; their English level was very low because it was the first one. The second group consisted of two separate classes, A.1.1 (starters) and A.1.2 (beginners). As with the first group, students did not have a good knowledge because it was one of the first levels. The third group was conducted with students from A.1.2 (beginners) and A.2.2 (pre-intermediate), again, levels were low and students came to class after having worked all day.

In the first semester of the practicum we worked with a homeroom teacher who had studied international business, it which means that he did not even studied something in relation with teaching a second or a foreign language, nevertheless, we had a good relationship with him as well as with all the teachers we worked with over the course of our practicum. The teachers we worked with were helpful and had a good relationship with the students as well.

The main objective in our work with the students in the third semester was to improve reading skills in the foreign language. During the classes we always gave them short reading activities according to the class syllabus. They also had to read a story over the course of the semester. One group presented the story to their classmates as a role play at the end of the semester, and the other group had to complete activities related to the story every two weeks. We

conducted 15 questionnaires per group, choosing students at random, and we interviewed three students per group, also choosing at random.

3.4 Data collection

The tools we used to respond to the formulated question were also framed in a qualitative study, based on a descriptive method. The qualitative approach is used in human social sciences and allows for the deep systematic analysis of the problem at hand. Through this method we were able to explain the phenomenon of “reading habits” as a tool of learning English as a foreign language. We collected our qualitative data in the following ways. The approach allowed us to understand and analysis the phenomenon in a deep, meaningful way through measuring and interpreting students' experiences and meanings. Below are listed the tools we used to develop our project, see table 1.

Table 2

Research tools.

Table 2	First semester	Second semester	Third semester
Number of students	30	60	60
Journals	X	X	
Survey		X (15 Students)	X(15 Students)
Interview		X (6 Students)	

As it is showed in the table 2, we worked with three different phases, because there were three semesters. In the first semester we collected some initial information by observing behaviors, attitudes, and reading strategies from students. We made these through journals in which we had to write a description; a reflection and a course of action. The journals were made during the first semester in one class of 30 students. Researchers took notes for every class.

In the second semester researchers collected information by journals as well, in two different classes of 30 students. The second tool used was a survey, applied to some students in the practicum class chosen at random for purposes of objectivity (see appendix 1). The groups were comprised of 30 students each, and we chose 15 per group. This survey was made in Spanish because of the level of the students.

Another instrument we used was an interview (see appendix 3) administered to students of our practicum class in the second semester. We choose three students per group at random in order to be objective. It was also made in Spanish.

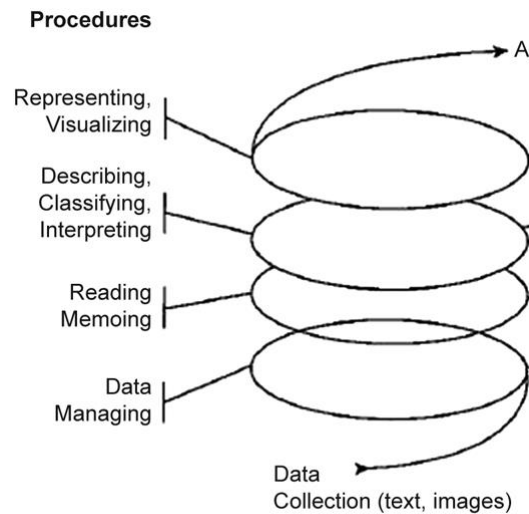
In the third semester we applied some reading activities in order to develop our research. We used two stories, *Newspaper Chase* by John Escott and *The Last of the Mohicans* by James Fenimore Cooper (2002). We used a simplified version of the stories from the Penguin Reader Easystarts, which are meant “to provide a step by step approach to joys of reading for pleasure”. (Penguin Readers) Each Easystart story contains 200 words. Students read one story per group.

They had to read the story outside of the class over the course of the semester, and complete other reading activities during class. We also applied a final survey (see appendix 4) to learn the results of our process. The final survey was, as with the other instruments, taken by 15 students per group. This survey was made in Spanish as well. Finally, we analyzed all the information to establish “do beginning readings influence CUN students to create reading habits in the process of studying a foreign language?”

Therefore, our methodology was hermeneutic (that is, meant to explain the different relationships between a phenomenon and the context in which it occurs) in accordance with the characteristics of students from CUN. This methodology allowed us to study reading habits as a tool of learning English.

3.5 Analysis

To analyze this project properly we based our research on constructivist theory in the education field, because, as stated in the theoretical framework, the constructivist theory takes into account people's family, social and cultural history, aspects which determine perception and the motivation to acquire reading habits. For this reason our analysis is permeated by this theory to explain the results of the tools we used (surveys and interview) with students from CUN.



Source: Creswell (2007)

Figure 4 Data analysis spiral.

To analyze all the data we had collected the information; according to Creswell (2007), he argued that “qualitative research consist of preparing and organizing the data (...) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally presenting the data in figures, tables, or a discussion” (p. 148) we search and find different kind of categories; it means that we could find sub-categories and sub-sub-categories as well. We did this with our data from journals, from surveys and from the interview. Then we compared the categories found with our purpose at the beginning, *do stories influence students from “CUN” to create reading habits in the process of studying a foreign language?* with the main problem, with our expectations and with the final results showed in graphics and testimonies.

Creswell (2007) showed us a data analysis spiral (see figure 4), in which the researcher had to follow some procedures; *representing, visualizing* as the first one, *describing, classifying, interpreting* as the second one, *reading, memoing* as is showed in the figure 4) and *data managing*:

At the beginning of the process, as *representing, visualizing* we made our journals collecting the major data as possible; we collected as well some theoretical information about the topic we chose to research about: reading habits. In addition we apply 2 surveys (diagnostic and results) and an interview collecting even more data. After this process, and when we were finishing our practices we apply *describing, classifying and interpreting*, the procedure in which we had to organize and triangulate all our data collected through this process we found the main categories sub categories and the sub-sub categories we needed to find our results. These were found because of the comparison of the data we had. The third one *reading, memoing* is about “... read the transcripts in their entirety several times. Immerse yourself in the details, trying to get a sense of the interview as a whole before breaking it into parts” (Agar, 1980 cited in Creswell, 2007 p. 150), as we made with our whole information collected before starting the analysis results. The final procedure is the final product we show as the present paper, especially in our results.

We categorized the information according to Johnson’s (1997) explanation of the validity of results; he said that “when qualitative researchers speak of research validity, they are usually referring to qualitative research that is plausible, credible, trustworthy, and, therefore, defensible” (p.282). There are several strategies to develop validity, however we use *extended fieldwork*, “when possible, qualitative researchers should collect data in the field over an extended period of time” (p. 283), as we had three semesters to collect suitable data; *triangulation*, ““cross-checking’ information and conclusions through the use of multiple procedures of sources. When the

different procedures or sources are in agreement you have ‘corroboration’” (p. 283), in here we used *multiple data sources* such as the journals, the 2 surveys and the interview, and *multiple investigators*, as we were 2 developing the present research. (See table 3).

Table 3

Research validity.

Table 3 Research validity	Data sources	Strategies	Number of investigators
First semester 2011-II	Journals	Fieldwork	Two researchers
Second semester 2012-I	Diagnostic survey interview (30 students)	Fieldwork	Two researchers
Third semester 2011-II	Results interview (30 students)	Fieldwork, Triangulation-corroboration	Two researchers

So in the chapter below we describe the results found of our two years work.

Chapter 4

4.1 Results

The results we could obtain were gathered through tools such as journals, surveys and interviews. Through these tools we found valuable information related to our research question: do stories influence CUN students to create reading habits in the process of studying a foreign language?

In the third stage; the third semester (2012-II) we developed the categories found. As it is showed on the table 4 our categories were: *Lack of time*, with its following sub-categories: laziness, prefer other activities, will and likes and dislikes; *Read when is necessary*, with sub-categories: lack of comprehension, readers’ suggestions, to get general knowledge, not likely to enjoy and to improve cognitive skills. For *Class reading*, we had only two sub-categories,

activities and level, but we also used the following sub-sub-categories: vocabulary, comprehension, grammar, to improve writing and to improve pronunciation.

Table 4

Categories.

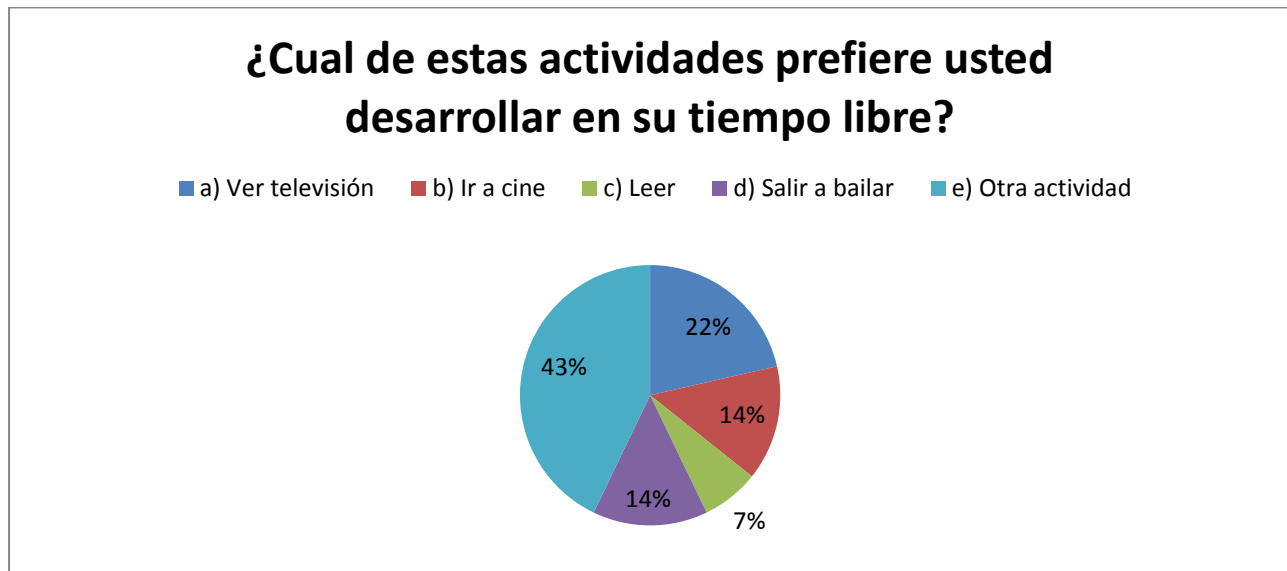
Table 4 CATEGORIES	SUB-CATEGORIES	SUB-SUB CATEGORIES
LACK OF TIME	Laziness, prefer other activities, will, likes and dislikes.	
READ WHEN IS NECESSARY	Lack of comprehension, reading suggestion, to get general knowledge, no likely to enjoy, to improve cognitive skills.	
CLASS READING	Activities and level.	Vocabulary, comprehension, grammar, to improve writing, to improve pronunciation.
AUTONOMOUS READING	Practice, interesting topics.	Daily life, reality, current events.

We found that students prefer to learn to speak before reading or any other skill when learning English. However, when reading becomes monotonous this preference changes. Finally, we will talk about *Autonomous reading*, whose sub-categories are: practice, and interesting topics (likes and dislikes) such as daily life, reality and current events.

4.2 Lack of time

This category was one of the most important factors we found in our research project, particularly because all the people who took part of our activities, questionnaires and interviews maintained that the main factor which prevented them from reading was lack of time. However,

the diagnostic survey used at the beginning of the third semester (see graphic 1) shows that they have free time but they prefer to spend it on other activities such as watching television, going to the movies and going dancing. Watching television was the most commonly chosen answer and reading was chosen least.



Graphic 1 Actividades preferidas en el tiempo libre. (These graphics are in Spanish as the questions of the surveys)

Thus we found that respondents contradict themselves, since they also state that they are not satisfied with their reading habits. However, the information gathered through these questions, shown in graphic number three, shows that watching television is the activity preferred by the most people.

According to the DANE 2005 (Gamboa & Reina, 2006) statistics this is one of the activities people do the most in Colombia. This is largely due to the culture, since we have grown up with the television as one of the most essential amusement articles of Colombian families. Since the arrival of television, people have spent the majority of their time watching television, especially families of a lower economic status. (Gamboa & Reina, 2006) Those

families according to Abedul (2005) exist in a culture in which people spend much of their free time in activities which are related to the visual senses. In many cases family members prefer to spend less time with their relatives because of the large number of distractions the culture has created to keep people busy in issues that are not relevant to society.

According to Skinner's (as cited in Smith, 1971) work, what we see here is that the stimulus is composed of the environment or atmosphere imposed by society, with the purpose of stimulating a particular behavior. This behavior is a response, developed by the control predict, which has become a habit. This process occurs by the concept of shaping, the step-by-step formation of a habit, for instance when an environment is created in order to receive a response according to the researcher's expectations. In our case the environment is the family core and the school, where reading activities have been taught as mandatory homework.

In the diagnostic survey, we found that students say reading is not likely to be fun or enjoyable. Thus people barely need another shaping step since family and school do not supply enough resources for the development spaces in which they might read. We could see for instance in the interview (see appendix 3) we found that they do not have resources at home. Actually people did not know how many books do they have at home. The question in the interview was *Do you know how many books do you have at home?* "I have no idea, but not too many in quantity" (self-translation) *and Have you ever read one of those books?* "no because most of them focuses on research, others are encyclopedias or dictionaries" (self-translation) thus we might infer that the interviewees do not even know what resources they have at home and they displayed a lack of interest in it, also they are not really into reading and their families did not breed them taking reading as an essential part of their lives, because in the next question "*Do you often visit the neighborhood's library?*" "*Actually no, I hardly ever visit the neighborhood's library because I do not feel like doing it, I would rather go to the cinema.*" It shows that as they

have time to go to the libraries, they prefer to do other activities and they do not show ignorance about where and what is the library of the neighborhood however they do not have the habit of going in there.

Accordingly, they do not foster reading habits and the only stimulus that young people receive is the necessity of fun. The concept of fun is created by its opposite, which is responsibility. This comes along with living in a developing society, in which people consume every new product which will supposedly bring happiness to their lives.

In terms of Skinner's, (as cited in Smith, 1971) work, habits are created from a particular stimulus and a pattern that shows a response for that stimulus. Along this lines this allows us to explain a behavior and predict it. For example, one of the subcategories we used is "laziness;" people think of reading as something that is work and not fun.

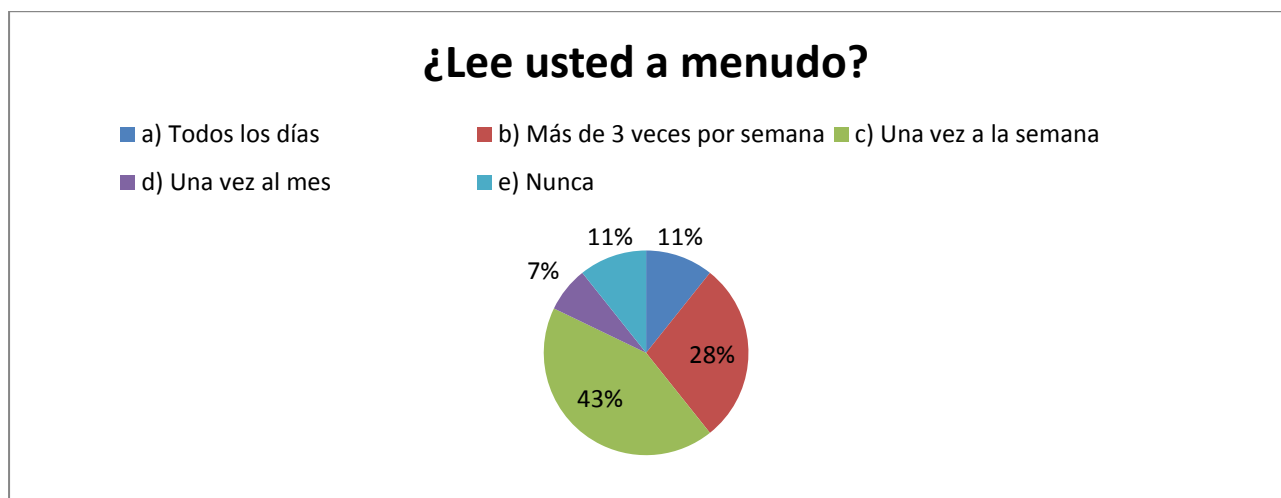
In our journals (appendix 6) we were able to discover important aspects of students' routines; for example, it was very common to find that they tended to arrive late in class, even the teacher. We were able to find in our journals sentences like "...we started late because the teacher had not arrived yet, so we decided to start without him.) This situation was repetitive because the remoteness of the branches and because they work during the day, even the teacher. So they had many activities to do before starting the class, making them to arrive not only late but tired.

4.3 Read when is necessary

According to Alderson (1984), one important factor in reading habits is the target reader. In his scheme he identifies three different features: the reader, the writer and the writer's purpose, or the target reader. Every writer has a purpose when he or she starts to write something. The main idea is linked with the purpose of communicating a message. That message has a target

reader for whom the message is intended, as not all the readers have the same tastes or are at the same cognitive stage.

Furthermore, the data obtained from the questionnaires showed that students from CUN do not see reading as a leisure activity; rather, they see it only as a requirement for the university. In the diagnostic survey, as shown in graphic number two, we found that most students surveyed do not read for amusement, although they do read when obligated to do so for their classes. However, they state that they do not really enjoy the class readings.

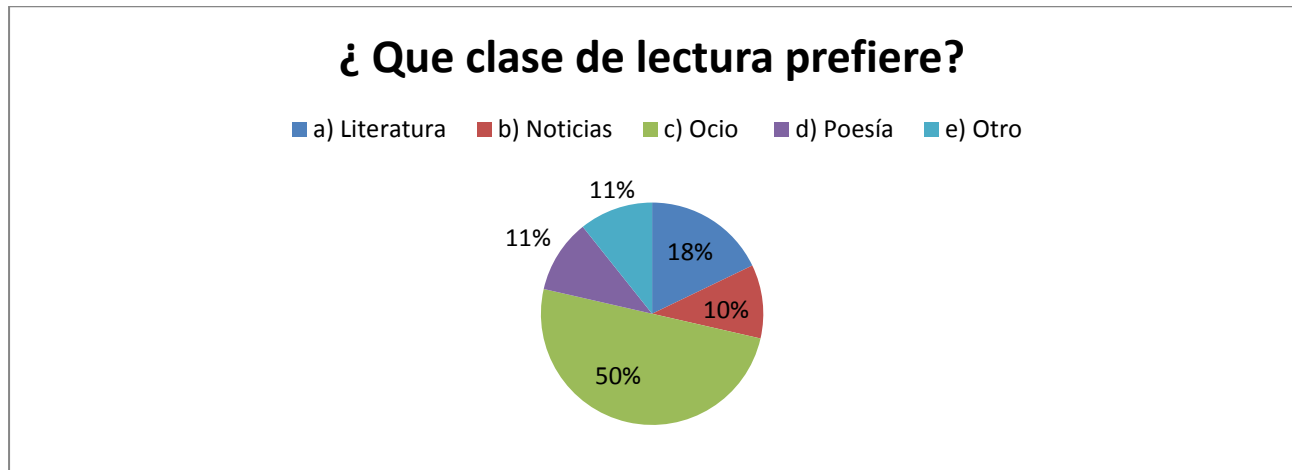


Graphic 2 Frecuencia de lectura. (These graphics are in Spanish as the questions of the surveys)

In the interview, one interviewee said that he did not enjoy the reading he did over the semester, not just in English but also in his other academic subjects. We discovered that his major had not met his expectations and that this was the main reason he did not enjoy the reading.

He went on to say that he did take advantage of the readings in order to obtain general knowledge. The diagnostic survey contained the question, “What kind of reading do you prefer?” (See graphic 3). Most respondents answered “leisure reading.” This reveals a

contradiction, as students also state that they do not see reading as a leisure activity but only as a tool to get information or to increase general knowledge and obtain future benefit.



Graphic 3. Lecturas preferidas. (These graphics are in Spanish as the questions of the surveys)

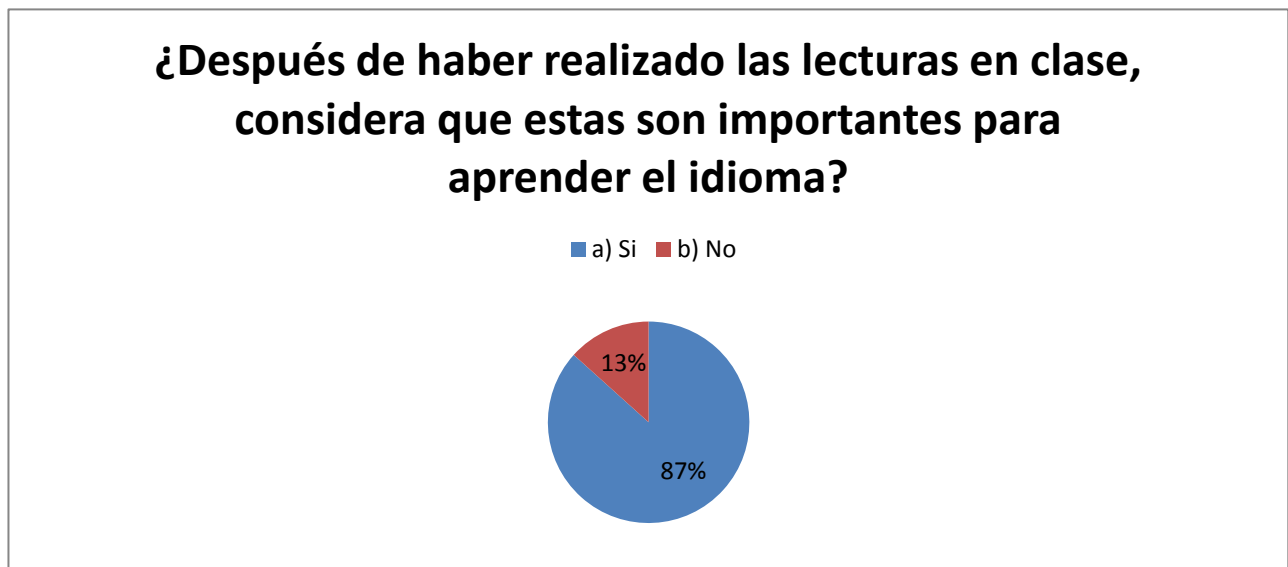
However, readings in a foreign language are even more difficult than in the mother tongue. Students did not see the readings we used in English class as mandatory homework, as these were not obligatory readings. In order to shape students' behavior step-by-step, we began by applying activities during class only. The readings were difficult for them as they are students from different majors and lack English proficiency. Accordingly, we adapted some light reading activities, and we discovered that they enjoyed the activities. Thus we chose simple readings, as the students themselves had suggested at the beginning of the semester.

The readings were from books designed for students of English as a foreign language students, in accordance with the parameter which Alderson (1984) suggested as a primary aspect for new readers. Later, we gave students some short homework assignments such as chapter readings and short writings. These assignments were well received (see appendix 6) by the students. We did not intend for them to produce perfect written products, as our aim was not to assess students' writing but rather to find out how to engage students in reading in a second language.

4.4 Class reading

In the second and final survey, we found class reading to be one of the most important aspects; reading in the classroom was our purpose during the third semester of our practicum at CUN.

The students considered reading to be a very important skill. Students liked to develop reading activities during classes and considered the ability to read in a second language, to be very important and worth learning. Graphic number four shows that 87% of the students chose the “yes” option.

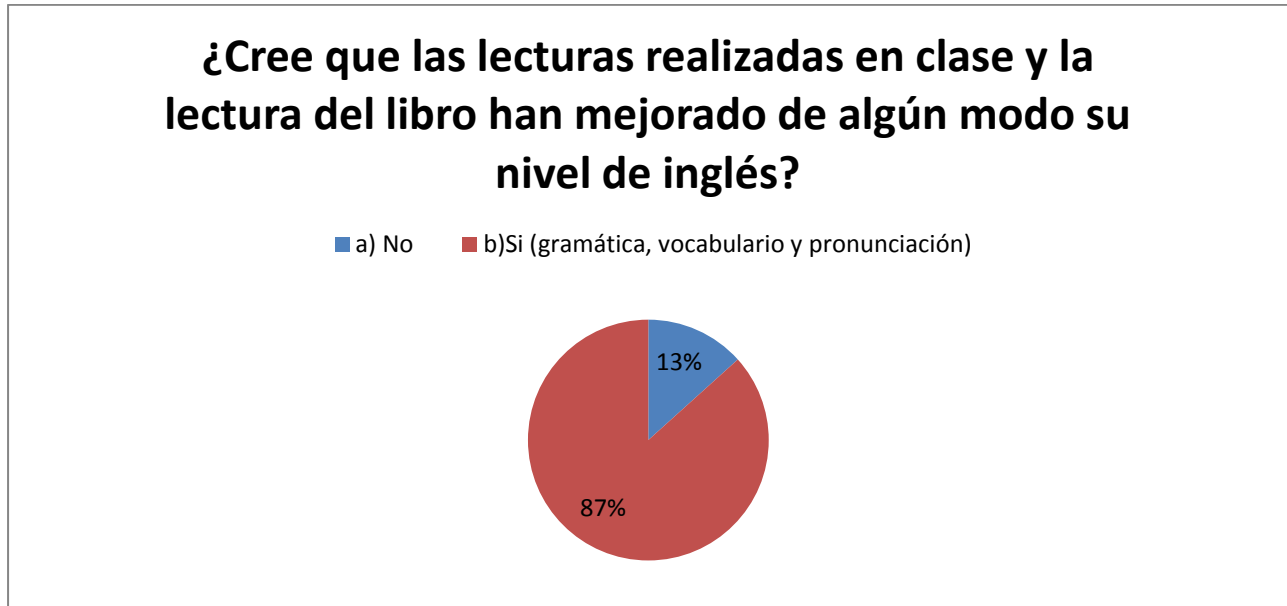


Graphic 4. Importancia de las lecturas en clase. (These graphics are in Spanish as the questions of the surveys)

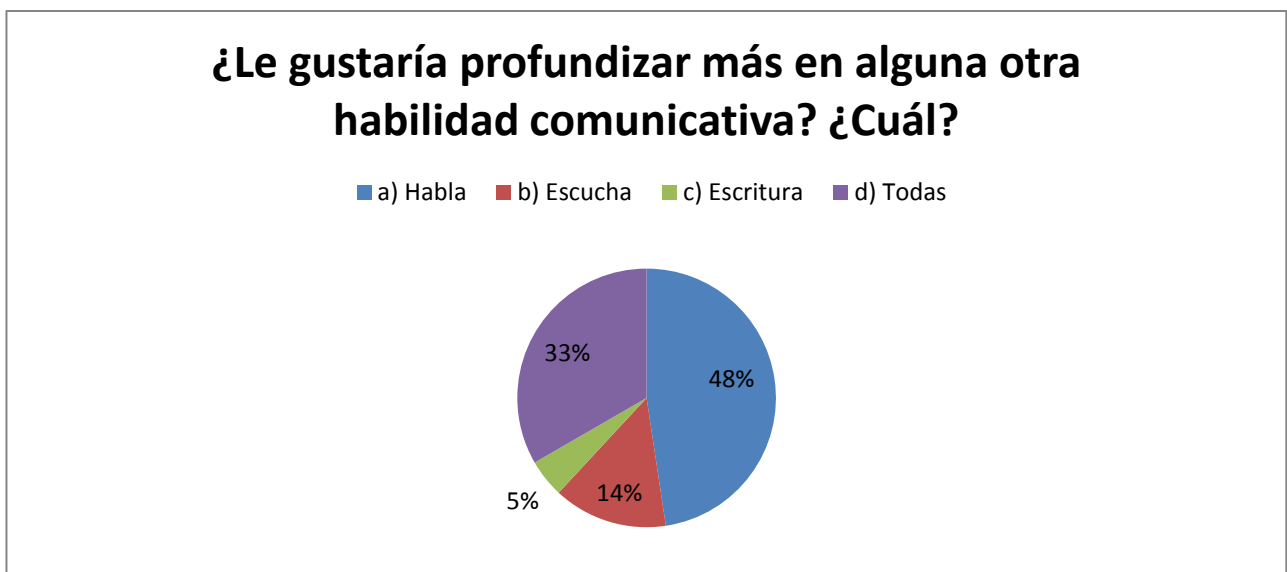
According to the constructivist theory, it was essential to also ascertain students' previous knowledge in order to apply appropriate reading activities for that reason, teachers must know not only the level of students, but also their contexts, their likes and dislikes in addition, teachers also need to take into account the socio-cultural environment of the institution.

Thus, we have to know their level in order to provide them with appropriate reading activities, but it is fundamental as well that they perform interesting activities and read about

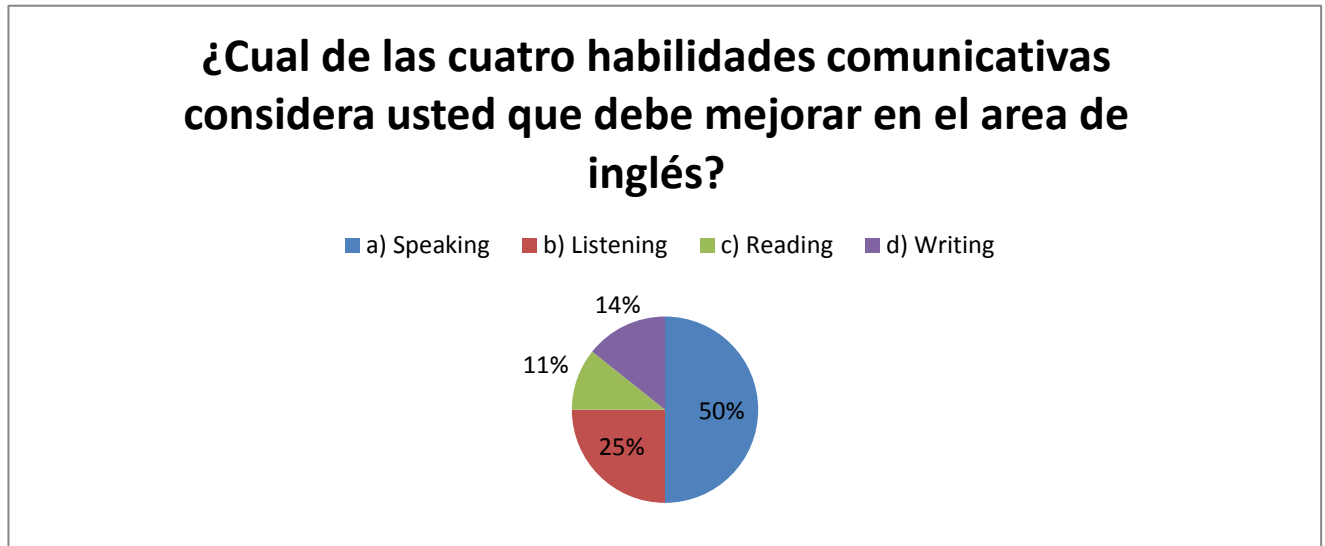
familiar topics. As shown in graphic 5, students believed that by reading short texts in the classroom or by completing other reading activities such as those connected with the story they had to read during the semester, they improved their grammar, vocabulary, and comprehension.



Graphic 5. Mejoramiento del nivel de inglés con las lecturas en clase. (These graphics are in Spanish as the questions of the surveys)

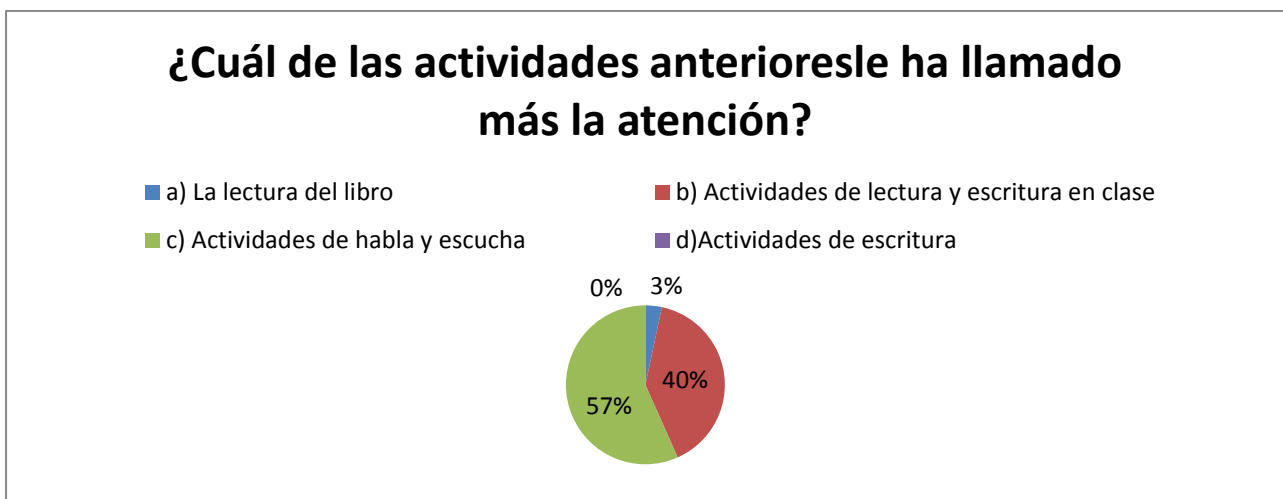


Graphic 6 Preferencia en desarrollar una habilidad comunicativa diferente. (These graphics are in Spanish as the questions of the surveys)



Graphic 7 Habilidad comunicativa a mejorar. (These graphics are in Spanish as the questions of the surveys)

Nonetheless some students felt they needed to practice other skills as well. Some expressed a preference for improving writing and pronunciation. In other words, they prefer to work on speaking over other language abilities, as shown in graphic 6, with 48% of students supporting the speaking choice. The students express this preference in the diagnostic survey as well (see graphic 7).



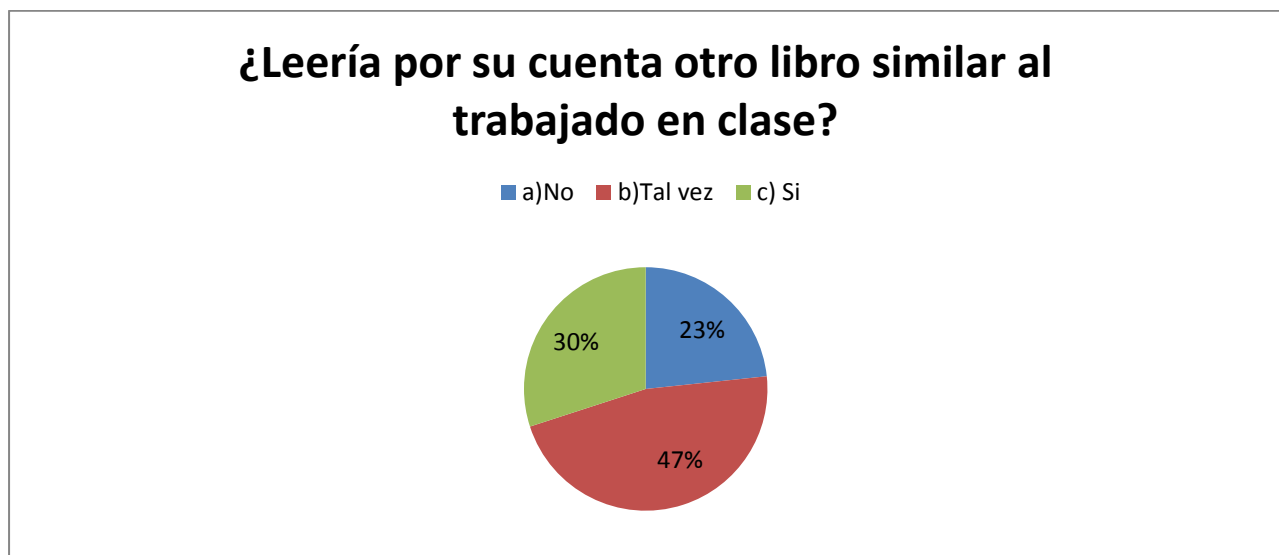
Graphic 8. Actividades preferidas. (These graphics are in Spanish as the questions of the surveys)

In fact, the autonomous reading of the book was not interesting for them at all, according to graphic number eight, with just 3% choosing this option. As students said in the diagnostic survey and the interview, they liked reading activities but only when these were developed in the classroom as class activities.

It was not only lack of time but also lack of interest which led students not to read. They felt reading to be a monotonous activity. They became bored and did not enjoy reading, in this case, the stories we chose.

4.5 Autonomous reading

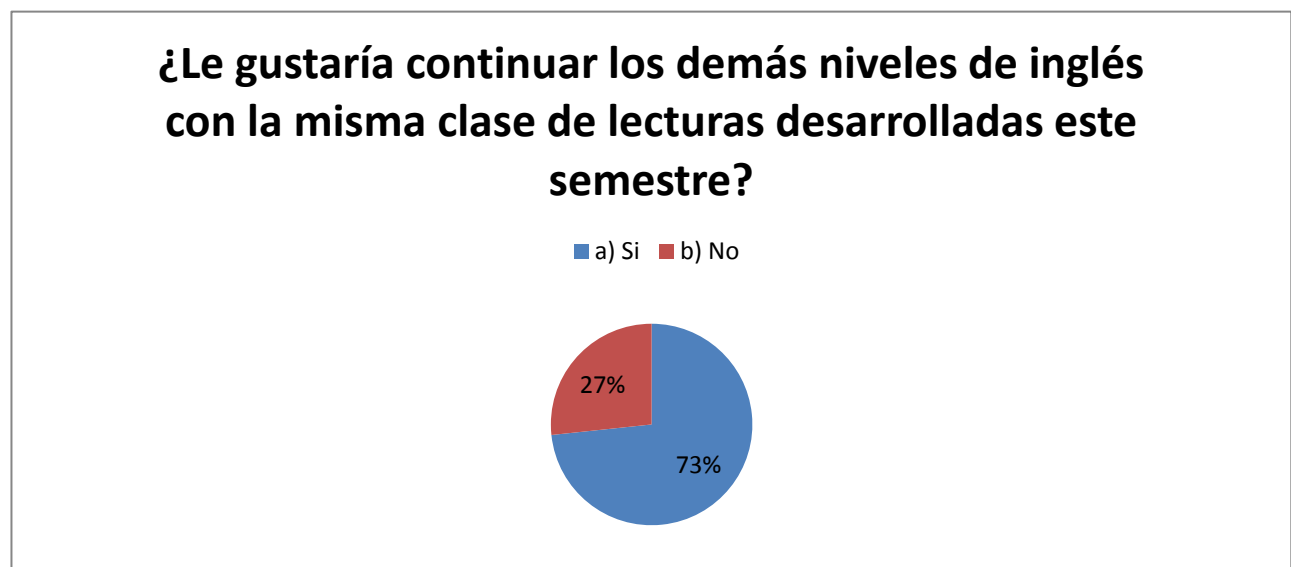
Autonomous reading was the ideal we wanted to instill in our students at CUN. As shown in graphic number nine a majority of students stated that they were willing to read similar books or stories by themselves. 30% said “yes,” and 47% answered “maybe,” for a total of 77%. This left just 23% who answered that they would not do so.



Graphic 9. Lectura autónoma por parte del estudiante. (These graphics are in Spanish as the questions of the surveys)

Students knew that they had to work hard to improve their knowledge in English and that this includes working autonomously. Nevertheless, they expressed that they could enjoy reading only if the topic was interesting to them, rather than interesting for the teacher or for us as practitioners or researchers. Students from CUN had their favorite leisure activities, such as those mentioned above, but we found in our results that the topics they viewed as interesting were those related with their daily routines, their lives and reality, or even current events.

This information was very useful for us, as it led us to give them reading activities about their personal interests. As shown in graphic number ten, students responded positively, with 73% saying that they would like to continue with reading activities during English class.



Graphic 10. Mantener las lecturas en niveles de inglés más avanzados. (These graphics are in Spanish as the questions of the surveys)

The tools mentioned above allowed us to obtain these results and draw conclusions. While we did not obtain the results for which we had hoped, we did obtain valuable information and unexpected positive results.

The results we found were unexpected but very valuable at the same time; although students did not show increased interest in acquiring reading habits in a foreign language, they did express that they enjoyed classroom reading activities. This statement, as well as the factors mentioned above, helped us to arrive at the following conclusions.

Chapter 5

5.1 Conclusions

Returning to the main question of our project, *do stories influence students from CUN to create reading habits in the process of studying a foreign language*, and taking into account the theoretical tool we chose, constructivism, we collected valuable data, beginning with observation during the first semester of our practicum at CUN. The information we collected helped us define our research question and work to establish the objectives for solving it.

Our journals allowed us to identify aspects related to the English class, and to observe the environment of the institution and the general socio-cultural context in which these students were studying. We had to take into account that they were from different majors and different semesters and that they were studying at night. There were thirty students per class, and class was held for an hour and a half per week.

Our main purpose became to foster students' reading in a foreign language. In order to accomplish this, we implemented different actions with them: in the first one we had them study a story during the third semester of our practicum, so that they would read as an autonomous process. In the second one we also gave them really short reading activities, because of their basic level, during all of the classes. These activities aimed to create reading habits in a foreign language and to expose students to a new culture.

It was also necessary to take into account students' interests and their beliefs about reading and about English. To collect data on students' points of view, we used two different tools:

interviews and surveys, which were implemented during the second semester of our practicum. By doing the diagnostic survey we were able to identify important aspects that allowed us to better prepare the reading activities and stories during the classes of our third semester. The interview also helped us obtain information about the family and socio-cultural contexts of the students. Both the surveys and the interviews helped us to develop our action as teachers, with the purpose of improving reading habits and skills in CUN students. At the end of the third semester, we applied another survey in order to see the results of our process over the course of the semester.

The results we obtained using these tools were significant, but unexpected. We found, as shown in the results, that students do not like to read, even less so in English. They prefer to learn to speak before focusing on any other language ability, besides, because of several factors including lack of time and preference of other interests, such as watching television, they did not completely enjoy reading autonomously.

This shows that the creation of a habit related to reading skills must be encouraged in a different way. The positive results with our students were that they did enjoy the short reading activities during our classes. In fact, they expressed in the results of our investigation that they would like to continue with this kind of reading activities during the rest of their English classes at CUN.

In addition students argued that reading were interested and some of them did know the stories in spite of having chunks of memories about them; they really expressed that an important factor in their reading during the semester was stopping very often due to the lack of vocabulary, even though they accepted that at the end of the semester they learned new meaningful vocabulary, this fact was something unexpected since our main goal or purpose was not to have them learning new vocabulary or having them carrying a dictionary in every single class. Hence

we were able to identify what were their weaknesses, they were not able to keep a fluent reading because they have different distractions such as unknown vocabulary, few time, lack of willingness. As a result it would be suitable for next researches to have students outside those interruptions, besides we figured out students did not have an expertise for being concentrate during an enough amount of time.

As a conclusion we must say we did have such a great time researching in spite of the fact that we did not accomplish our goal which was influence students to create reading habits in a foreign language, as a matter of fact we show somehow why students from CUN did not improve their reading readings habits at all being that they acknowledged some interest on it, we were able to identify that their families customs were essential in order for them to get used to read and of course when that occurs in a family we realized it must continue at school and it is here when teacher's role is important, we would have wanted report a successful research, however we learned meaningful knowledge from this research and we hope further researches success on influence reading habits in a foreign language.

5.2 Limitations of the study

In our complete process during the three semesters at CUN we had as well some limitations, since the first semester in which we could not apply any activity except once in a while, this made shorter our action phase with students at CUN. The second factor was the shorter time we had to observe and to practice and apply all our activities to students from CUN; just like them we had only one hour and a half per week, so this made slower our whole process.

The third factor was that we did not have the same thesis director during this process; in total they were three, 1 for the first and the second semester, a different one for the third semester and a final one to submit the final work. This affected our process because each director had her

own point of view about what was pertinent and what was not, generally contradicting what other had said. This situation made difficult and challenging our process until the end.

5.3 Contributions

This project is able to offer two types of contributions. First, we will present this text as a document to La Salle University to further investigations that address this important topic. As La Salle has an agreement with CUN which allows La Salle students to conduct their practicum there, presenting this document will also permit improved pedagogical practices for undergraduate students in English from the language and education faculty from La Salle University.

The second contribution is for the CUN Corporation, to provide them with a document that they can consult in order to see the diagnostic of their students' ability to read in a second language. The document will also assist them in designing strategies to improve students' ability to read in English. The project allows CUN to understand the processes of their students in English.

As a matter of fact we want to show why students of CUN are not interested into reading in a foreign language since we provided some resources, moreover we aimed to recognize and show if the teachers and the university are not concern about improving reading at CUN university, with this document pre-service teachers will identify what are some of the features that students have when they are reading since for teachers sometimes is hard to know what are students weaknesses and what does encourage them and what does discouraged them.

Clearly, it was a tough process in which we get involve suddenly; we discovered that all our biases were broken down as soon as we research and the information we gather was changing from one point to other, anything was real for us, thus we set up a point of view about researching which took us first of all to blame teachers because of students low English level and

then we realized that the educational system does not allow teachers to work duly, the lack of time in class and outside the class induce on students and in teachers a sort of resignation in order for them to analyze their situation deeply and find how society avoid them improving their English skills fittingly.

5.4 Pedagogical implications

When we decide upon this project we want researchers to be aware that is essential focus on a previous research project since as investigators we might support the inquiry using different guides, we always should follow someone else research in order for us to avoid bias and limit possible mistakes, for instance while we were doing our research project we found different troubles such as the lack of time, as well we dealt with problems in the data collection because in the institution in which we developed the research sometimes did not provided the enough will to pre-service teacher in this case to gather enough information and also the institution did not offer the possibility to work and generate meaningful information.

Moreover we suggest that future researchers have prior some categories related to the beliefs and attitudes of students during the research, since it helps to save time and identify some behaviors or causes from reading in EFL.

On the other hand investigators might design a different curriculum in order for the institution to change the institutions' practicum and its implication in other communicative skills, creating reading plans since the beginning of the career, having as a purpose improving cultural knowledge and mainly reading habits in a foreign language, for instance reading projects in which students have the opportunity to choose a book from the university in order for them to develop the project.

In the same way, it is important to set up a series of rubrics to evaluate students behaviors during the activities in class, the rubrics should focus on different attitudes, for example interest, and time, using of native language and foreign language as items for assessing.

A piece of advice as an advice it would be significant using more current sources such as e-books or e-news being that in this time it is needed the use of the ICTs as an important tool for promoting on students any impact and as well create some curiosity on students about sharing ideas from reading around the world.

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Appendices

Appendix 1 Encuesta 1#

La siguiente encuesta pretende obtener información que permita identificar algunas causas que impidan el desarrollo idóneo de la formación integral de los estudiantes de la universidad “CUN”, específicamente en competencias de lectura en el área de lengua Inglesa.

La información suministrada en esta encuesta será de carácter confidencial, por lo tanto su uso se limitara exclusivamente a fines académicos.

SEXO: M ____ F ____

SEMESTRE: _____

NIVEL: _____

A continuación encontrará una serie de preguntas, las cuales deberá marcar con una (X) de acuerdo con la que más se ajuste a su respuesta. En algunas de ellas se le pedirá que justifique su respuesta por favor hágalo. Se le recuerda que esta encuesta se hace con el fin de mejorar los procesos formativos de la institución; por lo cual, es necesario que al responder el cuestionario lo haga de manera sincera.

1) ¿Cuál de las cuatro habilidades comunicativas considera usted que debe mejorar en el área de Inglés? ¿Por qué?

- a) Speaking
 - b) Listening
 - c) Reading
 - d) Writing
-

2) ¿Lee usted por diversión? ¿Por qué?

Si

No

3) ¿Lee usted a menudo?

- a) Todos los días
- b) Más de tres veces por semana
- c) Una vez a la semana
- d) Una vez al mes
- e) Nunca

4) ¿Cuál de estas actividades prefiere usted desarrollar en su tiempo libre?

- a) Ver televisión
- b) Ir a cine
- c) Leer
- d) Salir a bailar
- e) otra actividad. ¿Cuál? _____

5) ¿Desarrolla usted lecturas en inglés?

Si

No

6) ¿En la clase de inglés tiene usted a menudo actividades relacionadas con la lectura?

- a) Todas las clases
- b) Dos veces al mes
- c) Una vez al mes
- d) Nunca

7) ¿Qué clase de lecturas prefiere?

a) Literatura ¿cuál?

b) Noticias

c) Ocio (deportes, farándula, tecnología)

d) Poesía

e) Otro ¿cuál?

8) ¿Está usted conforme con sus hábitos de lectura? ¿Por qué?

Si

No

Real sample

Facultad ciencias de la educación

La siguiente encuesta pretende obtener información que permita identificar algunas causas que impidan el desarrollo idóneo de la formación integral de los estudiantes de la universidad "CUN", específicamente en competencias de lectura en el área de lengua Inglesa.

La información suministrada en esta encuesta será de carácter confidencial, por lo tanto su uso se limitará exclusivamente a fines académicos.

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SEMESTRE: 1
NIVEL: Técnico

A continuación encontrará una serie de preguntas, las cuales deberá marcar con una (X) de acuerdo a la que más se ajuste a su respuesta, en algunas de ellas se le pedirá que justifique su respuesta por favor hágalo. Se le recuerda que esta encuesta se hace con el fin de mejorar los procesos formativos de la institución; por lo cual, es necesario que al responder el cuestionario lo haga de manera sincera.

¿Cuál de las cuatro habilidades comunicativas considera usted que debe mejorar en el área de Inglés? ¿Por qué?

☒ a) Speaking
☐ b) Listening
☐ c) Reading
☒ d) Writing

Porque siento que debo fortalecer estos campos para mejorar mi inglés

¿Lee usted por diversión? ¿Por qué?

Si ☐
~~No~~ ☒ No tengo el tiempo para hacerlo.

¿Lee usted a menudo?

a) Todos los días
b) Más de tres veces por semana
c) Una vez a la semana

d) Una vez al mes
~~Nunca~~

¿Cuál de estas actividades prefiere usted desarrollar en su tiempo libre?

a) Ver televisión
~~Ir a cine~~
c) Leer
d) Salir a bailar
e) otra actividad. ¿Cuál? _____

¿Desarrolla usted lecturas en Inglés?

Si
~~No~~

¿En la clase de Inglés tiene usted a menudo actividades relacionadas con la lectura?

a) Todas las clases
~~Dos veces al mes~~
c) Una vez al mes
d) Nunca

¿Qué clase de lecturas prefiere?

a) Literatura ¿cuál? _____
b) Noticias
c) Ocio (deportes, farándula, tecnología)
d) Poesía
~~Otro ¿cuál?~~ Superación Personal

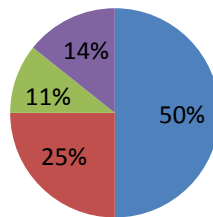
¿Está usted conforme con sus hábitos de lectura? ¿Por qué?

Si
~~No~~
No tengo el tiempo, pero me gustaría poder hacerlo.

Appendix 2 Gráficas encuesta # 1

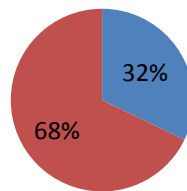
¿Cual de las cuatro habilidades comunicativas considera usted que debe mejorar en el area de inglés?

■ a) Speaking ■ b) Listening ■ c) Reading ■ d) Writing



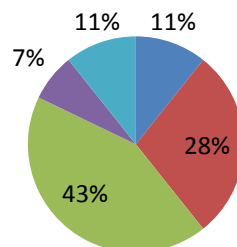
¿Lee usted por diversión?

■ Si ■ No



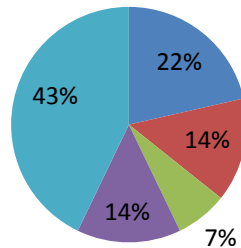
¿Lee usted a menudo?

■ a) Todos los días ■ b) Más de 3 veces por semana
■ c) Una vez a la semana ■ d) Una vez al mes
■ e) Nunca



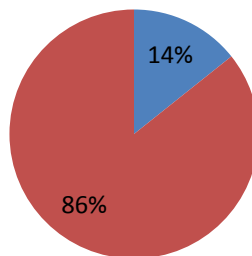
¿Cual de estas actividades prefiere usted desarrollar en su tiempo libre?

■ a) Ver televisión ■ b) Ir a cine ■ c) Leer ■ d) Salir a bailar ■ e) Otra actividad



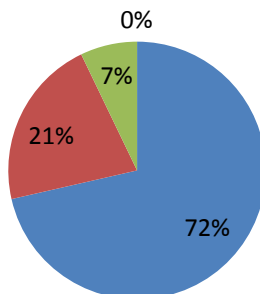
¿Desarrolla usted lecturas en inglés?

■ Si ■ No



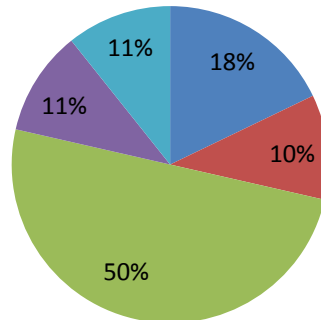
¿ En clase de inglés tiene usted a menudo actividades relacionadas con la lectura?

■ a) Todas las clases ■ b) 2 veces al mes ■ c) Una vez al mes ■ d) Nunca



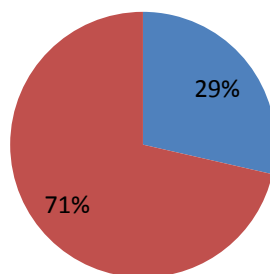
¿ Que clase de lectura prefiere?

■ a) Literatura ■ b) Noticias ■ c) Ocio ■ d) Poesía ■ e) Otro



¿ Esta usted conforme con sus hábitos de lectura?

■ Si ■ No



Appendix 3 Entrevista

La siguiente entrevista pretende obtener información que permita identificar algunas causas que impidan el desarrollo idóneo su formación integral en la universidad “CUN”, específicamente en competencias de lectura en el área de lengua Inglesa.

La información suministrada en esta entrevista será de carácter confidencial, por lo tanto su uso se limitará exclusivamente a fines académicos.

- 1 ¿Disfruta usted de la clase de Inglés en la “CUN”? ¿Por qué?
- 2 ¿Estudia usted inglés por cumplir un requisito de la universidad?
- 3 ¿Cuál de las cuatro habilidades comunicativas considera usted que debe mejorar en el área de Inglés? ¿Porqué?
 - a) Speaking
 - b) Listening
 - c) Reading
 - d) Writing
4. ¿Le gustaausted leer?
- 5 ¿Tiene usted hábitos de lectura?
- 6 ¿Qué significa para usted la lectura?
- 7 ¿Qué significado tiene la lectura en su vida?
- 8 ¿Qué actividades realiza usted en su tiempo libre?
- 9 ¿Cuánto tiempo dedica usted a ver televisión por día?
- 10 ¿Cuánto tiempo dedica usted a navegar en internet por día?
- 11 ¿cuántos libros tiene usted en casa?
- 12 ¿suele usted frecuentar bibliotecas públicas? ¿Cada cuánto?
- 12 ¿Qué momento del día prefiere para la lectura? ¿Por qué?

13 ¿le gustaría desarrollar lecturas de Ingles durante esa clase? ¿Por qué?

14 ¿Qué clase de textos prefiere usted? ¿Por qué?

- a) científicos
- b) periodístico
- c) literario
- d) digitales

15 ¿Si tuviera que leer un libro cualquiera por cuál de estos se inclinaría?

- a) Textos densos y profundos
- b) Textos de rápida lectura y fáciles
- c) a y b
- d) no sabe no contesta

16 ¿actualmente está leyendo algún libro? Si así es mencione el autor y la obra

17¿Discute usted con alguien acerca de las lecturas que realiza?

18 ¿Recuerda cuál fue el último libro que leyó?

19 ¿Qué influye en usted a la hora de escoger un libro para leer?

20 ¿Cuál fue el último libro que compró?

21 ¿De acuerdo al nivel de vida que tiene, le parecen caros los libros?

22 ¿Se encuentra usted conforme con sus hábitos de lectura?

23 ¿Ha Descargado usted libros por internet alguna vez?

24 ¿Le parece una buena alternativa para ahorrar dinero?

25 ¿Para qué le serviría a usted aprender inglés?

- a) trabajo
- b) gusto
- c) viajar
- d) otra ¿cuál?

Real Samples

Interview number 1

Interviewer : W

Interviewee: I

W: buenas noches Sandra

W: ¿Qué actividades realiza usted en su tiempo libre?

I: En mi tiempo libre veo televisión, chateo con mis amigos, investigo tareas

W: ¿Trabajas?

I: No, no trabajo

W: ¿Le gusta leer?

I: si

W: ¿Tienehábitos de lectura?

I: no osea, leo muy de vez en cuando, osea veo un libro interesante el título y listo

W: ¿Cuándo empiezas a leer un libro por qué empiezas? ¿Tal vez por alguien que te dice?

I: No, porque se me hace llamativo el nombre del libro

W: ¿lo buscas por internet o en las librerías?

I: No, lo veo por ahí en la calle entonces... eso.

W: ¿Qué significa para usted la lectura?

I: ¿la lectura? Ehh... es un como esparcimiento, eh conocimiento para mí.

W: ¿Cuánto tiempo dedica usted a navegar en internet por día?

I: eh dos horas

W: ¿pero ya es un habito?

I: si

W: ¿Ha Descargado usted libros por internet alguna vez?

I: Nunca

W: Por qué?

I: porque no sabía que se podían descargar por internet.

W: ¿suele usted frecuentar bibliotecas públicas?

I: eh no casi no.

W: ¿Dónde vive?

I: en bosa

W: ¿conoces la biblioteca del Tintal o alguna más cercana a tu casa?

I: Si las conozco pero no las frecuento

W: ¿sabe cuántos libros tiene usted en casa?

I: no ni idea, muchos, pero en cantidad no

W: ¿Y has leído algunos de ellos?

I: no es que son más que todo investigativos; para tareas, enciclopedias diccionarios.

W: ¿Qué clase de textos prefiere usted? Científicos, periodísticos, literario, digitales.

I: Literarios

W: ¿Te gustan las novelas?

I: si

W: ¿Si tuviera que leer un libro cualquiera por cuál de estos se inclinaría? textos densos y profundos, textos de rápida lectura y fáciles, las dos anteriores.

W: ¿actualmente está leyendo algún libro?

I: ¿actualmente?, mm no

W: ¿Qué momento del día prefiere para la lectura?

I: la noche

W: ¿Por qué?

I: porque hay más {...} más tranquilidad, cuando uno se va a acostar para conciliar el sueño

W: ¿y si te dejarán un libro por trabajo de la universidad también prefieres leerlo en la noche?

I: si, también

W: emm ¿Discute usted con alguien acerca de las lecturas que realiza?

I: No.

W: ¿Qué influye en usted a la hora de escoger un libro para leer?

I: ¿Qué influye? Lo que te decía títulos llamativos, portadas emotivas.

W: ¿el grosor no influye?

I: no

W: ¿Disfruta usted de la clase de Inglés en la “CUN”?

I: porque el profesor hace dinámica la clase, no es digamos el tipo de clase particular, en que hay! el profesor todo el tiempo habla en inglés y uno no le entiende nada.

W: ¿Estudia usted inglés por cumplir un requisito de la universidad?

I: Si

W: es decir que al graduarte no estudiarás más el Inglés

I: El inglés no.

W: ¿Para qué le serviría a usted aprender inglés? ¿Para trabajo, viajar, por gusto?

I: por trabajo, porque yo estudio diseño grafico, y tal vez me cruce con una empresa o un cliente que necesite esa competencia.

W: Ehh ¿Cuál de las cuatro habilidades comunicativas considera usted que debe mejorar en el área de Inglés? Habla lectura escritura o escucha y ¿por qué?

I: Hablaehh... y escucha

W: tienes que elegir sólo una

I: ah sólo una ehh... escucha, porque se me dificulta digamos... eh muchas palabras se me hacen parecidas, la pronunciación de muchas palabras es como parecida

W: Es por qué crees que estás mal en escucha?

I: si creo que sí.

W: ¿le gustaría desarrollar lecturas de Ingles durante esa clase?

I: Si

W: ¿Lecturas cortas en clase? ¿o tal vez libros?

I: lecturas cortas, libros no

W: ¿Así sean cortos y fáciles?

I: ¿En Inglés? No, porque digamos para el entendimiento como tal no creo.

W: Ehh ¿Se encuentra usted conforme con sus hábitos de lectura?

I: si, porque osea, yo los acomodo a mí todos son obligados

W: ¿No te gustaría aumentarlos?

I: pues puede ser, porque la lectura despierta muchas cosas, digamos el cerebro y todas estas cosas osea que digamos que si, y sería más fácil entender muchas más cosas...

W: muchas gracias.

W: ¿Para qué le serviría a usted aprender inglés? ¿Para trabajo, viajar, por gusto?

I: pues eh... osea lo que estoy estudiando se trata de hotelería y turismo entonces es primordial en mi carrera

Appendix 4 Encuesta 2#

La siguiente encuesta pretende obtener información que permita identificar algunas causas que impidan el desarrollo idóneo de la formación integral de los estudiantes de la universidad “CUN”, específicamente en competencias de lectura en el área de lengua Inglesa.

La información suministrada en esta encuesta será de carácter confidencial, por lo tanto su uso se limitara exclusivamente a fines académicos.

SEXO: M ____ F ____

SEMESTRE: _____

NIVEL: _____

A continuación encontrará una serie de preguntas, las cuales deberá marcar con una (X) de acuerdo a la que más se ajuste a su respuesta, en algunas de ellas se le pedirá que justifique su respuesta por favor hágalo. Se le recuerda que esta encuesta se hace con el fin de mejorar los procesos formativos de la institución; por lo cual, es necesario que al responder el cuestionario lo haga de manera sincera.

1) ¿Ha notado usted que la mayoría de actividades de la clase se enfocan en la lectura?

- a) Si (la mayoría han sido actividades)
- b) No, (se ha enfocado más en la gramática)

¿Por qué? Justifique su respuesta

¿Cuál de las actividades anteriores le ha llamado más la atención?

- a) La lectura del libro
- b) Actividades de lectura y escritura en clase
- c) Actividades de habla y escucha
- d) Actividades de escritura

2) ¿Considera que las actividades de lectura le han ayudado en su proceso de aprendizaje del inglés como segunda lengua?

- a) No mucho
- b) Un poco
- c) Lo suficiente
- d) Bastante

3) ¿Le ha agradado la lectura del libro “The Last of Mohicans”?

- a) No
- b) Un poco
- c) Mucho

4) ¿Leería por su cuenta otro libro similar al trabajado en clase?

- a) No
- b) Tal vez
- c) Si

5) ¿Cree que las lecturas realizadas en clase y la lectura del libro han mejorado de algún modo su nivel de inglés?

- a) No, en absoluto
- b) Si(en gramática, vocabulario y pronunciación)

6) ¿Después de haber realizado las lecturas en clase, considera usted que estas son importantes para aprender el idioma?

- a) Si
- b) No

¿Por qué?(Justifique su respuesta)

7) ¿Le gustaría profundizar más en alguna otra habilidad comunicativa? ¿Cuál?

- a) Habla
- b) Escucha
- c) Escritura
- d) Todas

8) ¿Le gustaría continuar los demás niveles de inglés con la misma clase de lecturas desarrolladas este semestre?

- a) Si
- b) No

¿Por qué? (Justifique su respuesta)

Real sample

Universidad de la Salle
Facultad ciencias de la educación
Encuesta 3#

La siguiente encuesta pretende obtener información que permita identificar algunas causas que impidan el desarrollo idóneo de la formación integral de los estudiantes de la universidad "CUN", específicamente en competencias de lectura en el área de lengua Inglesa.

La información suministrada en esta encuesta será de carácter confidencial, por lo tanto su uso se limitara exclusivamente a fines académicos.

SEXO: M X F _____
SEMESTRE: 3
NIVEL: 2

A continuación encontrará una serie de preguntas, las cuales deberá marcar con una (X) de acuerdo a la que más se ajuste a su respuesta, en algunas de ellas se le pedirá que justifique su respuesta por favor hágalo. Se le recuerda que esta encuesta se hace con el fin de mejorar los procesos formativos de la institución; por lo cual, es necesario que al responder el cuestionario lo haga de manera sincera.

1) ¿Ha notado usted que la mayoría de actividades de la clase se enfocan en la lectura?

a) ☒ Si (la mayoría han sido actividades)
b) ☐ No, (se ha enfocado más en la gramática)

¿Por qué? Justifique su respuesta

Se enfocan en la lectura y por medio de actividades se aprende bastante.

2) ¿Cuál de las actividades anteriores le ha llamado más la atención?

a) La lectura del libro
b) Actividades de lectura y escritura en clase
c) ☒ Actividades de habla y escucha
d) Actividades de escritura

3) ¿Considera que las actividades de lectura le han ayudado en su proceso de aprendizaje del inglés como segunda lengua?

a) No mucho
b) Un poco
c) Lo suficiente
d) ☒ Bastante

4) ¿Le ha agradado la lectura del libro "Newspaper Chase"?

- a) No
- b) Un poco
- ☒ c) Mucho

5) ¿Leería por su cuenta otro libro similar al trabajado en clase?

- a) No
- b) Tal vez
- ☒ c) Si

6) ¿Cree que las lecturas realizadas en clase y la lectura del libro han mejorado de algún modo su nivel de inglés?

- a) No, en absoluto
- ☒ b) Si (en gramática, vocabulario y pronunciación)

7) ¿Después de haber realizado las lecturas en clase, considera usted que estas son importantes para aprender el idioma?

- ☒ a) Si
- b) No

¿Por qué? (Justifique su respuesta)

Si por que ayudan con el aprendizaje del
ingles proporcionando un mayor conocimiento.

8) ¿Le gustaría profundizar más en alguna otra habilidad comunicativa? ¿Cuál?

- a) Habla
- b) Escucha
- c) Escritura
- ☒ d) Todas

9) ¿Le gustaría continuar los demás niveles de inglés con la misma clase de lecturas desarrolladas este semestre?

- ☒ a) Si
- b) No

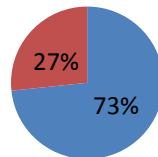
¿Por qué? (Justifique su respuesta)

Por que las clases con la maestra me llenaron
de conocimiento y bastante aprendizaje.

Appendix 5 Gráficas encuesta #2

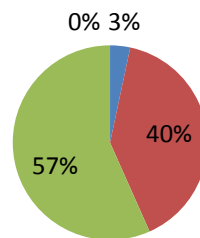
¿Ha notado que la mayoría de actividades de la clase se enfocan en la lectura?

■ a) si ■ b) No



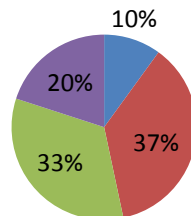
Cuál de las actividades anteriores le ha llamado más la atención?

■ a) La lectura del libro ■ b) Actividades de lectura y escritura en clase
■ c) Actividades de habla y escucha ■ d) Actividades de escritura



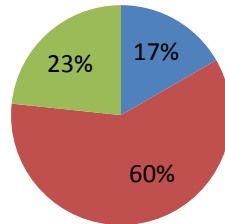
¿Considera que las actividades de lectura le han ayudado en su proceso de aprendizaje del inglés como segunda lengua?

■ a) No mucho ■ B) Un poco ■ c) Lo suficiente ■ d) Bastante



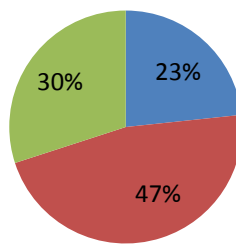
¿Le ha agradado la lectura del libro?

■ a) No ■ b) Un poco ■ c) Mucho



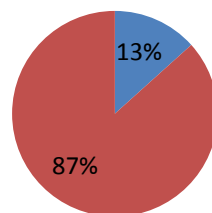
¿Leería por su cuenta otro libro similar al trabajado en clase?

■ a) No ■ b) Tal vez ■ c) Si



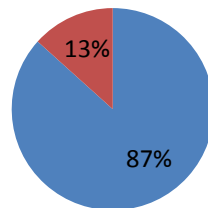
¿Cree que las lecturas realizadas en clase y la lectura del libro han mejorado de algún modo su nivel de inglés?

■ a) No ■ b) Si (gramática, vocabulario y pronunciación)



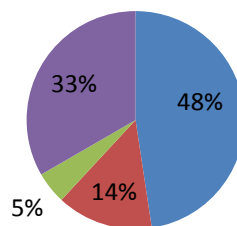
¿Después de haber realizado las lecturas en clase, considera que estas son importantes para aprender el idioma?

■ a) Si ■ b) No



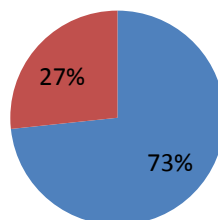
¿Le gustaría profundizar más en alguna otra habilidad comunicativa? ¿Cuál?

■ a) Habla ■ b) Escucha ■ c) Escritura ■ d) Todas



¿Le gustaría continuar los demás niveles de inglés con la misma clase de lecturas desarrolladas este semestre?

■ a) Si ■ b) No



Appendix # 6 Journal

DESCRIPTION	REFLECTION	COURSE OF ACTION
<p>We started the class asking about vocabulary of food, we wrote on the board by groups.</p> <p>The students were divided by pairs and the homeroom teacher gave them some copies from the book (TOP NOTCH). The activity was based on checking what kind of food they had the copies; they had to ask each other about vocabulary from the reading.</p> <p>Finally, they checked their exams and they had to correct the mistakes they made, and as soon as they finished they had an extra point.</p>	<p>According to the activity we realized that students were not interested on the reading exercise since they argue that the reading was boring.</p> <p>The recipes mentioned on the reading were totally different from the ones which are customary in Colombian culture, for example the menus mentioned in the copies were compounded by <i>entrée, appetizer, main course, beverages and dessert.</i></p>	<p>Referring to Harmer J. "How to teach English", body language is so important because in that way students could understand some words they do not know and as well they could associate, this is a good strategy to not use mother tongue.</p>

Wolfgang Silva

26072028

25- October-2011

Topic: Food vocabulary

Class level: A1.1 Classroom Number: 204N

DESCRIPTION	REFLECTION	COURSE OF ACTION
<p>6:40 The class started late. The teacher began to explain what countable and uncountable nouns are (grammar), he speak quietly with easy examples, he asked students to tell him different kind of food differentiated by meals of the day.</p> <p>6:50 We started with an activity with copies, the topic was the same one and it was difficult to explain the irregular ones.</p> <p>7:15 The teacher gave them</p>	<p>There were only 15 students today because of the strike.</p> <p>Students looked open and prepared to do the exercise.</p> <p>When the teacher explained something he started speaking in English but then he made it clear in Spanish.</p> <p>Students used us as dictionaries.</p>	<p>The teacher was not interested on developing reading skills and taking into account Elizabeth Pang (teaching ready) reading must be a tool to develop the cognition of students and in that way beginners could be more comfortable with some words.</p>

other copies with a different activity about the same topic and explained over to make it even clearer.		
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Laura La Rotta Lovich

26062014

01- November-2011

Topic: Countable and uncountable nouns

Class level: A1.1 Classroom Number: 204N